



This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

### Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

- + *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.
- + *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.
- + *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.
- + *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

### About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at <http://books.google.com/>





**TWELFTH ANNUAL REPORT**

**OF THE**

**SUPERINTENDENT**

**OF**

**PUBLIC INSTRUCTION,**

**OF THE**

**STATE OF NEW YORK.**

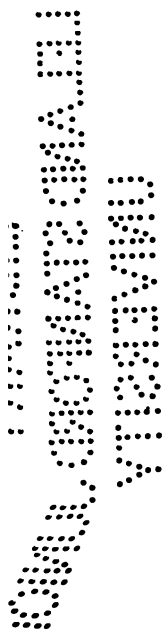
---

**TRANSMITTED TO THE LEGISLATURE FEBRUARY 15, 1866.**

---

**ALBANY:**  
**O. WENDELL, PRINTER.**  
**1866.**





State of New York.

---

No. 90.

---

IN ASSEMBLY,

February 15, 1866.

---

TWELFTH ANNUAL REPORT  
OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

STATE OF NEW YORK:

DEPARTMENT OF PUBLIC INSTRUCTION, }  
SUPERINTENDENT'S OFFICE, }  
ALBANY, Feb. 14, 1866. }

Hon. LYMAN TREMAIN,

*Speaker of the Assembly :*

SIR—I herewith transmit to the Legislature the Twelfth Annual Report of the Superintendent of Public Instruction, and the abstracts and documents accompanying the same.

Very respectfully,

Your obedient servant,

V. M. RICE,

*Superintendent of Public Instruction.*



TWELFTH ANNUAL REPORT  
OF THE  
SUPERINTENDENT OF PUBLIC INSTRUCTION.

---

STATE OF NEW YORK:  
DEPARTMENT OF PUBLIC INSTRUCTION, }  
ALBANY, *February 1, 1866.* }

*To the Legislature of the State of New York :*

The Superintendent of Public Instruction, in conformity to the provisions of the statute, respectfully submits the following

REPORT :

The tables and documents herewith presented are designed to show :

I. The valuation of property in each of the several counties, as equalized by the State Assessors, with the amount of school tax in 1860, and the tax of 1865.

II. The amount of the three-fourth mill tax for the support of schools paid by each county; and the amount apportioned to each county from the avails of that tax and from the Common School Fund; and the entire amount of school moneys apportioned to each county.

III. Apportionment of school moneys for the year 1866; showing the population of each county, by cities and rural districts; the number of teachers employed at the same time for twenty-eight weeks or more; the amount apportioned for teachers' wages, as "district quotas," and according to population; and the amount apportioned for libraries.

IV. Abstract from the statistical reports of the School Commissioners, showing :

1. The number of school districts in each county.
2. The number of teachers employed at the same time for twenty-eight weeks or more.

3. Number of children between the ages of five and twenty-one years, residing in the districts.

4. Number of free schools.

5. Number of private schools.

6. Number of pupils attending private schools.

7. Time district schools were in session.

8. Teachers : by whom licensed, and the number of each sex.

9. Number of children, the average daily attendance, and the whole number of days' attendance during the year.

10. Number of inspections by School Commissioners.

11. Number of volumes in district libraries, and their value.

12. School houses classified as to structure, and their value.

V. Abstract from the financial reports of the School Commissioners, showing from what sources moneys have been received, and for what purposes expended :

#### RECEIPTS.

1. Amount of money on hand at the commencement of the last school year, October 1, 1864.

2. Amount apportioned by the State Superintendent.

3. Proceeds of gospel and school lands.

4. Amount raised by tax.

5. Amount raised by rate bills.

6. Received from all other sources.

7. Total amount of receipts.

#### PAYMENTS.

8. For teachers' wages.

9. For libraries.

10. For school apparatus.

11. For colored schools.

12. For school houses, sites, fences, out houses, repairs, etc.

13. For all other incidental expenses.

14. Amount forfeited in the hands of supervisors on the first Tuesday of March, 1865.

15. Amount remaining on hand October 1, 1865.

16. Total amount of payments.

VI. Statement showing the increase and diminution of the Common School Fund for the year.

VII. Showing the investment of the capital of the Common School Fund at the close of each fiscal year since its establishment.



# **VIII. Comparative statistics of the schools for the years 1859-60 and 1864-65.**

[A.] List of academies in which teachers' classes are to be organized in 1865-66.

[B.] List of School Commissioners and City Superintendents.

[C.] Report of the trustees of the Thomas Asylum for orphan and destitute Indian children.

[D.] Report of the Superintendents of Indian schools.

[E.] Statistics of Indian schools.

[F.] Statistics of Teachers' Institutes.

[G.] Special reports of School Commissioners and City Superintendents.

## **SCHOOL DISTRICTS AND SCHOOL HOUSES.**

The number of school districts in the State as reported was:

In 1865 .....	11,780
In 1864 .....	11,717
Showing an increase of .....	63

The number of school houses and their designation according to the material of which they are constructed, is as follows:

	Log.	Framed.	Brick.	Stone.	Total.
In 1865.....	207	9,874	1,010	532	11,618
In 1864.....	226	9,941	1,002	543	11,712

It is certain that there has been no such actual decrease as would appear from this comparison. The trustees were this year, for the first time, required to report the value of the school houses and lots. It is, therefore, probable that the returns for 1865 excluded nearly all of those which were hired and not owned by the districts.

The reported value of school houses and school house sites is:

In the cities .....	\$5,041,061 00
In the rural districts.....	4,904,862 00
Total.....	\$9,945,923 00

The average value of the school houses and sites is, therefore:

In the cities.....	\$17,323 23
In the rural districts.....	433 02

The amount of money expended for school house sites, for building, repairing, purchasing, hiring and insuring school houses, and for fences, out-houses, etc., was:

	Cities.	Rural Districts.	Total.
In 1865.....	\$516,902 04	\$282,258 66	\$799,160 70
In 1864.....	370,815 34	276,435 89	647,301 23
	<u>\$146,086 70</u>	<u>\$5,772 77</u>	<u>\$151,859 47</u>

The provision of the consolidated school law for the condemnation, by the commissioner and supervisor, of school houses unfit for use and not worth repairing, has resulted in the erection or preparation for erection of many comfortable and commodious school buildings; and the power granted by the same law to trustees to repair school houses, within the limit of twenty dollars in any one year, without the vote of the district, has improved the condition of many more.

By chapter 210 of the laws of 1863 an appropriation of five hundred dollars was made for the preparation of designs and specifications for school houses. The designs and specifications have been completed, and the frequent calls for them from school districts in various parts of the State induce me to suggest the propriety of an appropriation for their publication in pamphlet form.

The necessity of well-built, commodious, clean and airy school houses has been so often urged upon public attention, that it would seem almost superfluous to mention it here; but so long as the evils arising from ill-constructed, uncomfortable, unwholesome and dilapidated houses exist, so long must the demand for improvement be reiterated till reform be consummated. Not only should the prime laws of health be regarded and obeyed in this matter, but the moral obligation to furnish all rational means to correct, purify and cultivate the taste of the young should be recognized. The love of beauty, in one or other of its myriad forms, is inherent in every human breast not vitiated by corrupt surroundings; hence the philosophy no less than the propriety of making our school houses temples of beauty, as they are temples of knowledge.

There is a golden link between beauty and utility, and the expense of embellishing school rooms and school grounds is trifling, compared with the beneficial and refining influence of such care upon those plastic natures which must be molded into the men and women of future generations. Every "live" teacher knows the pleasure with which even the smallest pupils greet a rich bouquet on the desk, or the joy with which a cherished bud is watched as it unfolds its hidden glories to the light, or their absorbing interest in the disposition of festooned evergreens for a holiday or a gala occasion, or the rapture which the inaugural of the new school piano awakens, whether it breathes a simple school ballad, or thrills all hearts with the inspiration of the Star Span-

**gled Banner.** Who has not, among the cherished dreams of childhood, the memory of some flower-laden clambering vine, some favorite tree or shrub, or some loved green spot around which cluster the holiest associations. If such testimony be universal, and such influence potent for good, what so proper to decorate with trees and flowers as the school house grounds, or where so appropriate to bestow works of art and taste as the school room !

#### SITES FOR SCHOOL HOUSES.

**It** is both reason and law that the rights of individuals to private property must yield to public necessity. Therefore the sovereign people, through the action of the Legislature, may rightfully assume the control and ownership of private property for public use, providing therefor a just compensation to the owner.

**The** State of New York *knows* that the education of her children is a matter of great public concern, and a sacred duty which she can not innocently neglect. The children must therefore have school houses, and the property of the people is taken to provide them ; these school houses must have sites—grounds whereon to stand—and the property of the people is taxed to pay for them. It is also a matter of public concern that the site of the school house should be central, in a healthy location, and conveniently accessible for the attendance of the children ; but in very many instances, as reported to this Department by those seeking relief, such desirable situation is owned by some gruff old bachelor who has spent his lonely years in inconsiderately repeating by word and by deed “ You take care of yourself, and I’ll take care of myself ;” or, by some unenlightened and parsimonious landlord, who, to avoid the payment of a few dollars towards building a new school house, utterly refuses for any consideration, or at least for any reasonable consideration, to part with the spot of ground which would best accommodate his own and his neighbors’ children.

**The** old school houses, rudely built forty or fifty years ago by our fathers and our grandfathers, are now very generally unfit for any use ; and owing to the changes which have taken place in the boundaries of districts, and in the number and location of residences, many of these sites, originally selected with little care as to their fitness, have ceased to be acceptable to the people ; and others, which were well chosen, and which, with some additions

from adjoining lands, might be made to accommodate the many, have as yet no play grounds, and are of too small dimensions to admit even of the erection of the out-buildings demanded by propriety and decency. This last deficiency must greatly enhance the present urgent demand for the acquisition and appropriation of suitable sites for new school houses, and for the enlargement of the grounds of old ones. The difficulty of getting possession of suitable grounds for these purposes will probably remain insurmountable, unless a law be passed, by which, for a just compensation, such lands may be taken and appropriated to such public use.

The sites of our school houses should be chosen in places that are both convenient and pleasant ; and where any land owner plants himself in the way of obtaining such, the law should lay hands on him and remove him ; thus enforcing the conviction that there is, for the children of this country, a grand highway to learning which no man may obstruct.

#### LIBRARIES.

The number of volumes in the district libraries was :

	Cities.	Rural Districts.	Total.
In 1865.....	96,914	1,181,209	1,278,123
In 1864.....	89,446	1,035,992	1,125,438

It will be seen that there is an apparent increase in the number of books over those of the preceding year; it is probable, on the contrary, that they have diminished. The trustees have, for the first time, been required to report the value as well as the number; and those trustees—several thousand—who failed to make these returns to the School Commissioner, were, subsequently, required to report directly to this Department. More than sixteen hundred supplementary reports have thus been received, giving an additional number of 98,531 books, which are included in the aggregate above, as is also their reported value of \$54,618 in the aggregate total below.

It appears from all the returns that the value of the libraries in the State is :

In the cities.....	\$107,841
In the rural districts.....	516,170
Total.....	<u>\$624,011</u>

It is believed that in most cases the trustees have under-estimated the value of the books. From inquiries made of the trustees of many districts since their annual reports, for the purpose of ascertaining the cause of their making so low an estimate, this belief is con-

firm~~ed~~; and the opinion is entertained that the district school libraries, even in their neglected condition, are worth nearly a million of dollars.

The amount of money reported as having been expended for libraries, was :

	Cities.	Rural Districts.	Total.
In 1865.....	\$9,308 28	\$17,507 80	\$26,816 08
In 1864.....	5,409 25	21,481 26	26,890 51

The amount expended for school apparatus was :

	Cities.	Rural Districts.	Total.
In 1865.....	\$165,745 34	\$10,011 36	\$175,756 70
In 1864.....	128,447 79	8,165 70	137,613 49

The whole sum expended for libraries and apparatus during the year was \$202,572.78.

The \$55,000 appropriated from the United States Deposit Fund for library purposes was divided between the cities and rural districts according to their population as follows :

To the cities.....	\$20,142 14
To the rural districts.....	34,857 86
Total,.....	<u>\$55,000 00</u>

The number of districts reporting book cases for their libraries was 7,980.

Under the provisions of the new law there need be no apprehension that the library money will be wasted. When not expended for books it makes up a fractional part of the aggregate amount paid for teachers' wages and school apparatus, which are, certainly, of equal importance, in view of the fact that thousands of families now have private libraries, and that a very large proportion of all are liberally supplied with meritorious newspapers and periodicals.

#### CHILDREN AND TEACHERS.

The number of children reported between the ages of five and twenty-one years, was :

	Cities.	Rural Districts.	Total.
In 1865.....	507,009	891,750	1,398,759
In 1864.....	447,469	860,353	1,307,822

An actual enumeration of the children of school age is annually made in the rural districts, and the figures for them are accepted as correct. In several of the smaller cities, also, an annual enumeration is made, but in the larger cities an estimated number is given. The number of children over five and under twenty-one years of age in fact forms in each of the counties and cities pretty nearly the same uniform per cent. of the entire population of the respect-



ive counties and cities, and, holding this fact in mind, a careful examination and comparison of the number of children estimated for the respective cities, shows them to approach very near to accuracy.

Of the number of children reported, 916,617 are represented to have been, during some part of the year, attendants of the schools. The number reported as having attended school during the year 1863-4, was 881,184. This shows an increase for the past year of 35,433.

The average daily attendance for the year (excluding fractions) was :

In the cities.....	136,515
In the rural districts.....	258,962
Total, ..	<u>395,617</u>

The number of free schools reported, including union free schools, and schools in the cities and in some of the villages made free by special acts, was 734, which shows an increase of this class of schools of 71.

The number of private schools is 1,481, with an aggregate attendance of 54,345.

The whole number of pupils attending the academies during the year was 35,355, and the average attendance for each of the several terms was 20,884. No record of the average daily attendance can be obtained. Of the whole number registered 20,443 were academical students, and 14,912 were primary pupils.

The following is a summary of the whole number of pupils reported as receiving scholastic instruction, as distributed among colleges, academies, private schools and common schools :

Colleges.....	1,420
Academies.....	35,355
Private Schools.....	54,345
Common Schools.....	916,617
Total, .....	<u>1,007,737</u>

The percentage of attendance in each of these various classes of schools, is, therefore :

In the colleges, a little more than fourteen hundredths of one per cent. (.001409.)

In the academies, a little more than three and a half per cent. (.035074).

In private schools, a little more than five per cent. (.053927).

In the common schools, nearly ninety-one per cent. (.909580).

The average time the schools were in session during the year, not including the cities, was thirty weeks and four days; in the cities, forty-three weeks.

The whole number of teachers employed was :

	Male.	Female.	Total.
In 1865.....	4,452	22,017	26,469
In 1864.....	5,707	21,181	26,888

As these members include all qualified teachers who have been employed for any time, however short, during the year, the "number of teachers employed at the same time for twenty-eight weeks or more," will give a clearer view of the number required at any time to supply all the schools.

That number was :

	Cities.	Rural Districts.	Total.
In 1865.....	3,410	12,068	15,478
In 1864.....	3,408	12,399	15,807

The amount expended for teachers' wages was :

	Cities.	Rural Districts.	Total.
In 1865.....	\$1,932,438 26	\$2,043,655 17	\$3,976,093 43
In 1864.....	1,554,212 18	1,539,248 28	3,093,460 46

These figures show an increase of money paid for teachers' wages during the year, of \$882,632.97—in the cities, \$378,226.08; in the rural districts, \$504,406.89. This increase is attributed chiefly to the facts :

First, that during the year, the schools in the rural districts were in session much longer than they were in the preceding year ; thereby increasing the sum total paid to their teachers ;

Second, that there is, this year, included in the amount paid for teachers' wages, the estimated value of the board of teachers who "boarded round ;"

Third, that in both city and country, there has been a very generous increase in the salaries of teachers above those of the preceding year, showing a growing appreciation on the part of the people of the services of their teachers.

The average annual salaries of teachers, as shown by those figures, is :

In the cities.....	\$563 70
In the rural districts.....	169 34

This will give for the average wages per week, of teachers in the rural districts about \$5.46.

The amount raised by local taxation for school purposes was:

	Cities.	Rural Districts.	Total.
In 1865.....	\$2,655,544 45	\$845,525 75	\$3,501,070 20
In 1864.....	1,993,479 67	674,599 62	2,668,079 29

The sum raised by rate bill, \$655,158.78, in the rural districts, should be added to the amount raised by tax, which makes the whole sum raised in the rural districts \$1,500,684.53.

## PUBLIC MONIES.

The revenue from the Common School Fund during the year was :

Balance in Treasury, Sept. 30, 1864.....	\$56,806 50
From the Fund proper.....	186,462 20
From the U. S. Deposit Fund .....	165,000 00
	<u>\$408,267 70</u>
Paid during the year.....	326,560 79
	<u>\$81,706 91</u>
Balance in Treasury, Sept. 30, 1865.....	<u><u>\$81,706 91</u></u>

The amount of school money for the school year 1865-6 is derived as follows :

From the Common School Fund proper.....	\$155,000 00
“ “ U. S. Deposit Fund.....	165,000 00
“ “ State School Tax.....	1,126,000 00
	<u>\$1,446,000 00</u>

The money is apportioned as follows :

For salaries of School Commissioners.....	\$56,000 00
For Libraries.....	55,000 00
For Indian Schools .....	1,714 47
For District Quotas.....	438,721 32
For Pupil and Average Attendance Quotas.....	\$877,564 21
For and on account of supervision in cities.....	15,000 00
For separate neighborhoods, from Contingent Fund.....	67 62
	<u>892,631 83</u>
Balance of Contingent Fund.....	1,932 38
	<u><u>\$1,446,000 00</u></u>

The following is a more specific statement :

The sum of \$155,000, derived from the Common School Fund proper, is apportioned :

For District Quotas .....	\$51,661 89
For Pupil and Average Attendance Quotas.....	103,338 11
	<u>\$155,000 00</u>

The sum of \$165,000 derived from the U. S. Deposit Fund, is apportioned :

For salaries of School Commissioners.....	\$56,000 00
For and on account of Supervision in cities.....	15,000 00
For Libraries.....	55,000 00
For District Quotas.....	12,998 80
For Pupil and Average Attendance Quotas.....	26,001 20
	<u>\$165,000 00</u>

The sum of \$1,126,000, appropriated from the proceeds of the State Tax, is apportioned :

For a Contingent Fund.....	\$2,000 00
For Indians, as equivalent of Library money.....	\$59 40
For Indians, as Equivalent of District Quotas.....	707 25
For Indians, according to population.....	947 82
	<u>1,714 47</u>
For district Quotas.....	374,060 63
For Pupil and Average Attendance Quotas.....	748,224 90
	<u>\$1,126,000 00</u>
	<u><u>\$1,446,000 00</u></u>

## SUMMARY OF SCHOOL STATISTICS.

The following table is a summary of the statistical and financial reports of the common schools for the year ending September 30, 1865.

## STATISTICAL.

	Cities.	Rural Districts.	Total.
Number of districts. ....	291	11,489	11,780
Number of teachers employed at the same time for twenty-eight weeks or more...	3,410	12,068	15,478
Number of children between 5 and 21 y'rs of age.....	507,009	891,750	1,398,759
Aggregate number of weeks' school by qualified teachers.....	12,540	355,463	368,003
Number of male teachers employed.....	342	4,110	4,452
Number of female teachers employed....	2,112	18,905	22,017
Number of children attending school.....	310,556	606,061	916,617
Average daily attendance.....	136,515	259,102	395,617
Number of times schools have been visited by Commissioners.....		18,760	18,760
Number of volumes in district libraries...	96,914	1,181,209	1,278,123
Number of school houses.....	291	11,327	11,618
Number of log houses.....		202	202
Number of frame houses.....	59	9,815	9,874
Number of brick houses.....	230	780	1,010
Number of stone houses.....	2	530	532

## FINANCIAL.

Receipts:	Cities.	Rural Districts.	Total.
Amount on hand October 1, 1864.....	\$375,219 05	\$99,228 83	\$474,447 88
Apportionment of public moneys.....	443,745 55	935,517 23	1,379,262 78
Proceeds of gospel and school lands.....	125 89	18,705 22	18,831 11
Raised by tax.....	2,655,544 45	845,525 75	3,501,070 20
Raised by rate bill.....		655,158 78	655,158 78
From all other sources.....	14,044 20	209,427 59	223,471 79
<b>Totals.....</b>	<b>\$3,488,679 14</b>	<b>\$2,763,563 40</b>	<b>\$6,252,242 54</b>
<b>Expenditures:</b>			
For teachers' wages.....	\$1,932,438 26	\$2,043,655 17	\$3,976,093 43
For libraries.....	9,308 28	17,507 80	26,816 08
For school apparatus.....	165,745 34	10,011 36	175,756 70
For colored schools.....	31,561 30	5,060 96	36,622 26
For school houses, sites, etc.....	516,902 04	282,258 66	799,160 70
For all other incidental expenses.....	428,402 47	291,856 62	720,259 09
Forfeited, in hands of supervisors.....		751 98	751 98
Amount on hand October 1, 1865.....	404,321 45	112,460 85	516,782 30
<b>Totals.....</b>	<b>\$3,488,679 14</b>	<b>\$2,763,563 40</b>	<b>\$6,252,242 54</b>

Deducting from this total amount of \$6,252,242.54, the amount on hand October 1, 1865, and the actual expense of maintaining the schools during the year is shown to be:

In the cities.....	\$3,084,357 69
In the rural districts.....	2,651,102 55
<b>Total.....</b>	<b>\$5,735,460 24</b>

The corresponding total last year was \$4,549,870.66.

## ATTENDANCE.

The Statistics received at this Department relative to attendance, have never until this year been such as to show the actual aggregate number of days' attendance of children, or the average daily

attendance. Those gathered the past school year, and embraced in this report, are reliable, and are of great value, for the reason that they throw a flood of light on this subject of attendance. They show a total attendance of 73,401,749 days; being for the cities 30,020,155, and for the rural districts 43,381,594 days.

The average daily attendance shown is, for the cities, 136,515 pupils, and for the rural districts 259,102 pupils, making a total of 395,617 pupils. That is, the attendance at the public schools in the State, for the school year closing with September 30th, 1865, was equal to the attendance of 395,617 children attending school through the school year, every day on which the schools were in session. This will appear from the following:

*Tabular Synopsis of School Attendance.*

COUNTIES AND CITIES.	Average No. of children over 5 and under 21 years of age residing in the county or city, for each qualified teacher.	Average No. of children over 6 and under 17 years of age residing in the county or city, for each qualified teacher.	Proportionate average daily attendance of pupils for each qualified teacher.	What per cent the aggregate average daily attendance is of the whole No. of children over 5 and under 21 years of age, residing in the county or city.	How large the average daily attendance at school is for every 100 children over 6 and under 17 years of age, residing in the county or city.	How many children attend school some portion of the year, for each 100 children over 6 and under 17, or for each 148 children over 5 and under 21 years of age, residing in the county or city.	What per cent the average daily attendance is of the whole number of children attending school any portion of the year.
	1.	2.	3.	4.	5.	6.	7.
Albany (towns) ...	112.63	77.42	25.16	22.46	32.24	85.30	37.80
"    city.....	221.72	152.41	44.03	19.86	28.89	60.27	47.92
Allegany .....	55.86	38.40	19.62	35.13	51.11	110.83	46.11
Broome.....	56.39	48.76	20.32	36.30	52.81	113.05	46.71
Cattaraugus .....	58.31	40.08	20.29	34.80	50.63	123.70	40.93
Cayuga (towns)...	58.84	40.45	20.62	35.05	50.99	117.87	43.26
Auburn.....	138.10	94.93	68.07	49.29	71.70	96.63	74.20
Chautauqua.....	62.10	42.69	20.23	32.56	47.37	111.93	42.32
Chemung .....	71.33	49.03	24.46	34.29	49.89	110.13	45.31
Chenango .....	44.06	30.29	16.88	38.02	55.31	120.75	45.81
Clinton .....	93.81	64.49	22.79	24.29	35.34	93.94	37.62
Columbia (towns) .	70.69	48.59	18.35	25.95	37.75	93.14	40.53
Hudson.....	160.18	110.11	44.12	27.54	40.06	75.35	53.14
Cortland .....	46.78	32.16	16.87	36.05	52.45	116.70	44.94
Delaware .....	44.05	30.28	15.56	35.32	51.38	117.74	43.64
Dutchess (towns)...	78.71	54.11	18.00	24.14	35.12	83.38	42.12
Poughkeepsie ...	147.92	101.68	28.45	19.42	28.25	68.42	41.23
Erie (towns) .....	80.40	55.27	22.42	27.88	40.56	93.95	43.17
Buffalo .....	99.62	68.48	29.57	29.68	43.18	95.94	45.01
Essex.....	58.34	40.10	17.29	29.23	42.52	111.15	38.24
Franklin.....	67.93	46.70	16.97	24.98	36.34	99.82	36.41
Fulton .....	80.05	55.03	21.32	26.23	38.16	98.45	38.76
Genesee .....	67.66	46.51	22.73	33.59	48.87	102.73	47.57
Greene .....	63.33	43.53	18.76	29.61	43.88	104.40	42.03
Hamilton .....	34.73	23.87	10.05	28.94	42.10	109.92	38.30
Herkimer.....	64.52	44.35	19.76	30.63	44.56	98.67	46.12



*Tabular Synopsis of School Attendance—Continued.*

COUNTIES AND CITIES.	Average No. of children over 5 and under 21 years of age, residing in the county or city, for each qualified teacher.	Average No. of children over 6 and under 17 years of age, residing in the county or city, for each qualified teacher.	Proportionate average daily attendance of pupils for each qualified teacher.	What per cent the aggregate average daily attendance is of the whole No. of children over 5 and under 21 years of age, residing in the county or city.	How large the average daily attendance at school is for every 100 children over 6 and under 17 years of age, residing in the county or city.	How many children attend school some portion of the year, for each 100 children over 6 and under 17, or for each 148 children over 5 and under 21 years of age, residing in the county or city.	What per cent the average daily attendance is of the whole number of children attending school any portion of the year.
	1.	2.	3.	4.	5.	6.	7.
Jefferson .....	59.78	41.09	19.85	33.19	48.29	108.96	44.32
Kings (towns).....	1,541.71	1,059.27	33.37	2.16	3.24	8.47	38.25
Brooklyn .....	211.54	145.41	44.58	27.88	40.56	71.20	56.96
Lewis .....	53.26	36.61	16.82	31.58	45.94	106.34	43.20
Livingston .....	68.27	46.93	21.96	32.18	46.82	104.80	44.67
Madison .....	58.82	40.43	20.24	34.38	50.02	111.44	44.88
Monroe (towns) ...	78.68	54.08	23.71	30.17	43.89	101.91	43.06
Rochester .....	185.71	127.66	49.09	26.47	38.51	66.62	57.81
Montgomery .....	89.17	61.30	24.29	27.25	39.64	95.88	41.34
New York .....	136.95	94.14	39.48	28.83	41.94	101.34	41.38
Niagara .....	83.90	57.67	26.26	31.31	45.55	106.66	42.71
Oneida (towns)....	66.57	45.76	21.05	31.62	46.00	111.07	41.41
Utica .....	159.55	109.67	37.92	23.77	34.58	57.99	59.63
Onondaga (towns) .	69.42	47.72	24.57	35.40	51.50	108.89	47.30
Syracuse .....	114.71	78.86	40.99	35.72	51.97	82.43	63.05
Ontario .....	65.32	44.90	22.01	33.70	49.03	105.52	46.46
Orange .....	111.27	76.49	26.25	22.64	32.94	83.58	39.39
Orleans .....	73.53	50.44	23.74	32.29	46.98	99.39	47.27
Oswego (towns)....	68.86	47.32	24.34	35.45	51.57	115.68	44.58
city.....	127.44	87.60	48.07	37.72	54.87	95.19	57.64
Otsego .....	51.92	35.69	18.88	36.37	52.91	111.75	47.34
Putnam .....	81.91	56.30	22.22	27.12	39.45	97.60	40.42
Queens .....	141.17	97.04	28.55	20.23	29.43	75.48	38.99
Rensselaer (towns) .	87.70	60.28	22.78	25.83	37.58	93.32	40.27
Troy .....	135.47	93.12	32.66	24.11	35.07	78.33	44.77
Richmond .....	220.86	151.82	40.95	18.54	26.97	64.29	41.95
Rockland .....	169.42	116.46	32.00	18.89	27.48	71.07	38.67
St. Lawrence .....	63.15	43.41	21.57	34.15	48.68	116.80	41.68
Saratoga .....	73.55	50.56	20.63	28.05	40.80	97.39	41.89
Schenectady (towns) .	72.94	50.14	19.93	27.33	39.76	97.41	40.82
city.....	100.00	68.74	37.68	37.62	54.73	99.29	55.12
Schoharie .....	61.11	42.01	19.95	32.65	47.50	114.41	41.52
Schuyler .....	57.10	39.25	18.08	31.67	46.07	111.30	41.39
Seneca .....	82.62	56.79	24.53	29.70	43.21	100.41	43.03
Steuben .....	63.99	43.99	20.66	32.29	46.98	110.81	42.39
Suffolk .....	88.42	60.78	23.02	26.03	37.87	92.41	40.98
Sullivan .....	76.36	52.49	19.64	25.71	37.60	103.38	36.37
Tioga .....	61.89	42.54	22.17	35.90	52.23	113.29	46.10
Tompkins .....	59.98	41.23	20.81	34.70	50.48	111.97	45.08
Ulster .....	110.73	76.11	27.99	25.28	36.78	94.06	39.10
Warren .....	58.21	40.01	17.79	30.56	44.46	108.81	40.86
Washington .....	62.38	42.88	20.00	32.15	46.77	114.95	40.69
Wayne .....	65.86	45.27	21.40	32.52	47.31	111.56	42.47
Westchester .....	125.72	86.42	32.76	26.05	37.89	87.56	43.27
Wyoming .....	55.30	38.01	19.26	34.85	50.70	111.16	45.61
Yates .....	57.33	39.41	21.60	37.67	54.80	111.09	49.33
State .....	90.37	61.12	25.55	28.28	41.14	95.35	43.14
Rural districts.....	73.89	50.79	21.47	29.06	42.28	98.89	42.75
Cities .....	148.68	102.20	40.03	26.92	39.16	89.12	43.94

The first column of this table shows the average number of children, over five and under twenty-one years of age, residing in each county, part of a county, or city, for each qualified teacher employed for 28 weeks, or during the time school was taught. These numbers, for each county and city, are found by dividing the whole number of children over five and under twenty-one years of age residing in the county or city, by the number of qualified teachers employed as aforesaid in such county or city.

It will be seen that this number varies largely, ranging from 34.73 in Hamilton county, to 220.86 in Richmond county, 221.72 in this city, and 1541.71 in the towns of the county of Kings. The average number for the State is 90.37; for the cities, 148.68, and 73.89 for the rural districts. In the rural districts the variations extend from 34.73 in Hamilton county, to 220.86 in the county of Richmond.

The second column shows the average number of children over 6 and under 17 years of age residing in the respective counties and cities, for each qualified teacher. By comparison and approximate calculation it is ascertained from census statistics that that portion of the population of the State consisting of persons over 6 and under 17 years of age is very nearly 68.74 per cent. of that portion embracing persons over 5 and under 21 years of age. Hence the figures in column 2 may be obtained from those in column 1, by multiplying them by the decimal .6874. I need not remark that the numbers in column 2 will, when compared one with another, show the same ratios as the numbers in column 1. Comparatively few children under 6 years of age, and also of those over 17 years of age, attend the common district school for any considerable portion of the school year; and hence it has been deemed best to make calculations and compare results including in one case the number of children over 5 and under 21 years of age, in the other, those over 6 and under 17 years of age.

The average daily attendance of pupils during the school year is found, for each school district, by dividing the total number of days' attendance of all the pupils attending school during the school year, by the actual number of days the school was in session. The average daily attendance for each district in each county and city is thus found; and these numbers, being added, give the total average daily attendance of pupils for each county and city in the State. Such average daily attendance for any county shows that the actual aggregate number of days' attendance, in the county, is equal to what the number of days' attendance of the pupils indicated by the figures placed in this column, would be, in case they attended regularly every day on which the school was in session during the year. By dividing the average daily attendance for any county or city by the number of qualified teachers for such county or city, we ascertain the average number of pupils, for each qualified teacher, in daily attendance at the schools for the whole time school was in session during the school year.

The third column in the table shows the proportionate average daily attendance of pupils in each county and city, for each qualified teacher. These numbers again differ very widely; ranging, in the cities, from 28.45 in Poughkeepsie, to 68.07 in Auburn;—in the rural districts, from 10.05 in Hamilton county, to 40.95 in Richmond. The attendance of children has been equivalent, in the whole State, to an average number of over 25 (25.55) pupils for each qualified teacher, attending school through the year, every day on which the school was in session; in the cities, a little over 40 (40.03) pupils; and in the rural districts, over 21 (21.47) pupils.

The figures in the fourth column are obtained, for each county and city, by dividing the average daily attendance by the number of children resident therein, over 5 and under 21 years of age. This column, therefore, shows what per cent. the actual aggregate number of days' attendance, for each city and county, is of what the full

attendance, of all the children over 5 and under 21 years of age residing in the county or city, would be, if they had attended school every day on which school was in session through the year. In other words, it shows how large an average daily attendance at school, during all the time school was in session, there was for every 100 children over 5 and under 21 years of age, residing in the county or city.

The figures in the fifth column are obtained by dividing the average daily attendance, for each county and city, by the number of children resident therein, over 6 and under 17 years of age. Hence it shows what per cent. the actual aggregate number of days' attendance is of what the full attendance of all the children over 6 and under 17 years of age would be, if they (and they only) had attended school through the year every day on which school was in session.

The numbers in these last mentioned two columns are of great interest and peculiar significance—for the reason that they show pretty accurately the educational status of the various counties and cities, and indicate the degree of efficiency of the public schools, and of the interest in them shown by the people. Leaving the towns of Kings county out of the question, which give only 2.16 per cent., we find that the per cent. varies in the fourth column, in the rural districts, from 18.54 per cent. in Richmond county, to 38.02 per cent. in Chenango county;—in the cities, from 19.42 per cent. in Poughkeepsie, to 49.29 per cent. in Auburn. The general average for the rural districts is 29.06 per cent.; for the cities 26.92 per cent.; for the entire State, 28.28. Thus we see that the total attendance of all the children attending the public schools in the State is about 28.28 per cent. of what the full attendance of all the children over 5 and under 21 years of age would be, if they had attended every day on which school was in session through the year.

The numbers in the fifth column compared with each other, show the same ratios as those of column 4. We find the aggregate attendance in the whole State to be 41.14 per cent. of what the attendance would be if it consisted of the full attendance of all those children over 6 and under 17 years of age, attending every day on which school was in session. In the rural districts this per cent. is a little greater, being 42.28; while in the cities it is 39.16.

The sixth column shows how many children over 5 and under 21 years of age, attend the public schools some portion of the year, for each 100 children over 6 and under 17 years of age. It will be observed that in a majority of the counties the whole number thus attending school is greater than the number residing in such counties respectively, over 6 and under 17 years of age. It must not be inferred from this that all the children over 6 and under 17 years of age attend the public schools some portion of the school year. Probably they do not in any case; but none, in any case are reported as attending, except such as are over 5 and under 21 years of age. To explain more definitely: for each and every 100 children in the State over 6 and under 17 years of age, there are nearly 148 (mathematically 147.62) children over 5 and under 21 years of age. Now the tabular number in the sixth column for Cattaraugus county is 123.70; which shows that for every 100 children over 6 and under 17 years of age, or, what amounts to the same thing, every 148 children over 5 and under 21 years of age, residing in Cattaraugus county, 123 (123.70) children attend the public schools during some portion of the school year. It will be seen that there is a great disparity in the numbers given for the different counties and cities. The number of children attending public schools is comparatively smaller in the cities than in the rural districts. After making all due allowance for private schools in the cities, it still remains true that the number of children growing up in ignorance is comparatively much greater in the cities than in the rural districts. The average number attending school some portion of the year, for every 100 children

over 6 and under 17, or every 148 over 5 and under 21 years of age, ranges in the several cities from 58 (57.99) in Utica, to 99 (99.29) in Schenectady—while the average number for all the cities is 89 (89.12). In no city, except New York, does the number attending school some portion of the school year equal the number over 6 and under 17 years of age. Leaving the towns of Kings county out of the question, where the number is only 8 47, the numbers range in the rural districts from 64 (64.29) in Richmond county, to 124 (123.70) in Cattaraugus county; while the average number for the rural districts is 99 (98.89). The average number for the entire State is 95 (95.35).

This shows that the whole number of children over 5 and under 21 years of age, attending the public schools some portion of the year, is 95.35 per cent. of the whole number of children over 6 and under 17 years of age residing in the State. There are 38 counties, in each of which the number attending school some portion of the year is greater than the number over 6 and under 17 years of age. This is a fact very gratifying to the friends of popular education, and one which will encourage them to higher and more earnest efforts in the future, and re-assure them in their hopes of final and complete success in this great cause of the people.

The seventh column is obtained by dividing the average daily attendance for each county and city, by the corresponding whole number of children attending school during some portion of the year. The numbers in this column will, therefore, vary from two causes: First, not all the children attended the same fractional part of the time during which school was in session; and, second, the children did not all attend with the same regularity. The numbers will consequently show irregularity of attendance; and for this purpose, more particularly, is this column designed. The nearer the per cent. approaches to 100, the greater is the degree of regularity of attendance, and the greater the average portion of time during which school was in session that the children have attended. If in any county or city the children attending school some portion of the year, all attended regularly every day school was in session, then the average daily attendance of pupils would be, for such county or city, equal to the whole number of children attending school at all, or enrolled on the register of attendance; and this average daily attendance being divided by the number registered, the dividend and divisor being equal, would show 100 per cent.; that is, the attendance at school of those attending at all would be perfect, each one of the pupils registered at school having attended regularly every day during the time school was open. The numbers in this column show, also, precisely how large the average daily attendance of pupils is for every 100 children registered at the schools as having attended during some portion of the year; or, in other words, what per cent. the actual attendance, for the school year, of those children attending school at all, is of what their attendance would have been had they attended through the year, regularly, every day on which school was really in session. These numbers also vary considerably. Leaving out the towns of Kings county, they range from 36.37 per cent. in Sullivan county, to 74.20 per cent. in the city of Auburn. It will be observed from these numbers, that while the number of children attending school some portion of the year forms in the cities a less per cent. of the whole number over 5 and under 21 years of age, than in the rural districts; yet the attendance of those actually going to school is more regular, and for a greater portion of the year, in the cities than in the rural districts.

Some of the counties and cities have a fair standing in some of the columns, while in others they do not appear in so enviable a light. Hence, to find the proper educational status of any county or city, the numbers relating to it, standing in all these columns, should be examined and compared.

**F**rom the Tabular Synopsis of Attendance and the foregoing remarks in regard to it, it will be seen that there was an immense loss of time from school during the past school year. Let us ascertain, so far as we may, its precise amount. That the estimate may be fair and reasonable, we will compute the loss for those children only who are over 6 and under 17 years of age. The number of children in the State over 5 and under 21 years of age, as reported by the school officers, was 1,398,759. The number over 6 and under 17 years of age being, as previously stated, about 68.74 per cent. of these, would consequently be very nearly 961,518.

Now, every day during the year some of this last number were in school and others out of school; and if we knew the average number of those in school, then, by subtracting it from 961,518, we should ascertain the average number of those who were out of school. The average number of children *over 5 and under 21 years of age* in school every day during the year, as reported by the school officers, was 395,617. Some of these were under 6 and others over 17 years of age. Hence, were these subtracted from the whole number in school (395,617), evidently we should find the number of those over 6 and under 17 years of age, who were in school, to be less than 395,617. If we subtract 395,617 from 961,518, we obtain for a remainder 565,901. But the number of children over 6 and under 17 years of age every day in school being less than 395,617 (the number previously subtracted), if we subtract it from the same number, 961,518 (which represents the whole number of children in the State over 6 and under 17 years of age), we shall obtain for the remainder (which, as before stated, must represent the number of those children every day out of school), a number *greater* than 565,901. Therefore there were, during the past year, in the State, on an average, more than 565,901 children over 6 and under 17 years of age every day out of school. This amounts to an annual loss, by children of this age only, of over 565,901 school years' instruction. Thus more than half a million of years' instruction have been lost in a single year!

Let us compute this loss from a pecuniary stand-point. The sum paid out in the State for public schools for the last school year was \$5,735,460.24. The schools were open to all these children during the whole time school was in session; and hence, those failing to attend lost the benefit of this money. The children over 6 and under 17 years of age in the State are about 68.74 per cent. of those over 5 and under 21; consequently 68.74 per cent. of this



sum (\$5,735,460.24) is the portion properly applicable to their instruction. This amounts to \$3,942,555.36. Those attending school are, as shown by the fifth column in the Tabular Synopsis, 41.14 per cent. of the whole number over 6 and under 17 years of age; consequently (100—41.14) 58.86 per cent. of these children were out of school. Having been out of school, they have lost the benefit of their share of this money, which (being 58.86 per cent. of it), amounts to \$2,320,588.08.

This is the loss for a single year; but it is comparatively a small share of the total loss. The loss of a single year's instruction, viewed pecuniarily, is a great loss to the child so losing it. "Knowledge is power," and gives an individual increased ability to earn and accumulate money. Let us suppose that the loss of each child losing a year's instruction, as above stated, was *equivalent* to \$50 over and above the loss previously estimated.

This sum multiplied by 565,901, the number of children over 6 and under 17 years of age every day out of school, gives \$28,295,050; which, added to \$2,320,588.08, the other sum lost, gives \$30,615,638.08.

This is the loss for one year. Were this state of things to continue, the loss would increase from year to year in the same ratio with the increase of population. But were only *this* loss to occur annually, in a single decade it would amount to \$306,156,380.80. In fifty years it would reach \$1,530,781,904, which exceeds by \$14,925,475 the total valuation of the taxable property in the State, as given by the local assessors in the year 1865!

Great as this loss appears, thus estimated, it is infinitely greater when regarded in a mental and moral point of view. What is lost is of too precious a nature to admit of measurement by any commercial standard of value. It is personal and direct to the children losing the instruction and its power for usefulness, and it subtracts just so much from the sum total of what should be the united power and wisdom of the future. The harvest time of youth is lost, and often supplanted by damage and mischief. Human happiness, all the beneficial results which must surely flow from a knowledge of their political duties as citizens of a free country, from a proper appreciation of the principles of social ethics, and from a conscientious understanding of the obligations of obedience to the wholesome restrictions and directions of laws, both human and divine—all are jeopardized, or lost, or worse than lost.

**I**n whatever light presented, the fact of this non-attendance at the schools should command the serious attention of the Legislature. To the State and to the world this is of greater importance than all the canals, railroads, and banks, which deservedly occupy so much attention. Instruction is the good seed sown, which yieldeth some fifty and some an hundred fold.

But the question arises, What are the practical remedies? I answer that the time may come when the State will be obliged, for her own safety, to make attendance obligatory. She may be obliged to do so, compelled by her sense of duty to protect, in the enjoyment of their right in the schools, those who are too young and dependent to protect themselves. Surely, she can allow neither the minds nor the bodies of her children to starve, when herself blessed with abundance.

Granting that every child has a right to only so much instruction as shall fit him for the most ordinary duties of the citizen and the man; then the school, and the use of the time of his life when his activities are in full play, are for him also; they are the means necessary to the end, and no parent or guardian can justly deprive him of either. No guardian is excusable for starving the mortal body of his ward; if he does so, the law steps in and deals with him, and no one complains of the humane interference, nor doubts the rightful authority of the law. How much more reprehensible is the wrong when, through thoughtlessness, parsimoniousness, or malevolence, such starving process is inflicted upon the immortal mind! And if this starving system be persisted in after persuasive and other corrective measures have been tried and failed, who will question the just expediency of a law to compel attendance upon school instruction?

Such a law, however, should be the last resort. Invitation and persuasion are more in accordance with the genius of our institutions than the exercise of compulsory power; and it seems to me that the wisdom of the State should first undertake to make the schools so attractive, and mental application so pleasant and its results so desirable, that the multitudes of absentees and truants will voluntarily and cheerfully seek the school-room with punctuality. A resort to measures requisite for such a purpose is so unquestionably within the jurisdiction of legislative power that objection could not be raised.

First, then, the State should make ample provision for the preparation of teachers, who will, by all their words and deeds, com-

mand the attention and gain the confidence and love of both parents and children. To secure such preparation, many more normal and training schools should be established and provided with an efficient support; teachers' institutes and associations should be encouraged, and the appropriation for the former should be so increased, that two or more corps of skillful teachers can be constantly employed in the different counties in giving instruction to the local teachers. A comparatively small additional appropriation for this purpose would be of invaluable service. The salaries of the School Commissioners, also, should be so increased, as to enable them to devote their entire time to their noble work.

Finally, the proposition that "the property of the State should educate the children of the State," should be carried out, by making the schools at once and forever FREE. From the inception of our school system, the support of schools by taxation of property has been sanctioned by successive legislative enactments. Since that early period, by authority of statute law, the property of school districts has been taxed for the purchase of sites, for erecting and furnishing school-houses, and for the payment of exemptions from and deficiencies in rate bills. The Constitution of 1822 dedicated to the Common School Fund all the proceeds of the lands belonging to the State, and the income therefrom to the support of schools. The Constitution of 1846 confirms that dedication by declaring that the capital of that fund shall be preserved inviolate, and its revenues applied to the support of common schools; and the provision is included, that \$25,000 from the revenue of the United States Deposit Fund shall be annually added to the Common School Fund. The Legislature of 1851, after the people had declared by an overwhelming vote in favor of taxation for the entire support of the schools, or, in other words, that the property of the State should educate the children of the State, authorized a State tax of \$800,000 for this purpose; and the Legislature of 1856 increased that amount by making the tax three-fourths of a mill. Numerous special acts, based on the same just and wise policy, have been passed from time to time, by means of which the schools of our cities and of many of our villages are supported wholly by taxation upon property. Under authority of law, the people of other villages and thickly populated districts, have organized union free schools; thus by voluntary action sanctioning this policy, and acknowledging its justice.

If the hundreds of thousands intellectually starved by the ope-

ration of the *odious* rate bill could rise up in contrast with those generously nourished by the free system, the revolution in favor of the latter would become an "irrepressible conflict," which would result in the total overthrow of that slavish love of gain, which denies the common brotherhood of man, and ignores the divine command, "Love thy neighbor as thyself." I can conceive no higher legislative obligation than that of making provisions by which the portals to the school shall be thrown more widely open and attendance thus encouraged.

I may be allowed, in this connection, to manifest a special anxiety for the children of those soldiers and sailors who have died or been disabled while serving in the army or navy of the United States, by recommending that provision be made by which the public schools shall be required, and all other institutions of learning that participate in the distribution of any of the public moneys be induced, to give them instruction free of tuition. It is believed that this boon should be generously and freely extended and made an *inheritance, a right*, recognized and secured by the majesty of law. A manifestation of an *earnest gratitude* for the services and sacrifices of their fathers would be worthy of a grateful people. How so touchingly manifest that gratitude, as by such a provision for their children! If in other times the life of this nation shall be again imperiled, where so hopefully look for the loyal and brave, as to these foster-children whose incentive shall be, not only to imitate the manly and patriotic deeds of their fathers, but to shield the Protectress, who, in their early years, folded them in her arms with a loving kindness second only to that of Him who gave to us the victory!

#### INSTITUTION FOR THE DEAF AND DUMB.

The Annual Report of the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb, for the year ending December 31, 1865, will exhibit the increasing efficiency and usefulness of that noble Institution, which for nearly fifty years has done such signal service in the interest of a most unfortunate class, opening before them a new world of effort and enjoyment, and advancing them to usefulness and honor.

This Institution was incorporated in 1817, and its management was vested in a society which now numbers 669 life members, representing different parts of the State. At their annual meeting in May, the society elect a Board of Directors, composed of gentle-

men of high standing and intelligence, who devote gratuitously much time to the trust committed to them.

The buildings occupied by the Institution, which were finished in 1856, are situated on Washington Heights, in a commanding position on the Hudson river. The site is peculiarly attractive and salubrious, and the buildings are admirably adapted to the purposes for which they were erected.

The grounds owned by the institution comprise  $37\frac{1}{2}$  acres, and are in a high state of cultivation.

This Institution is now the largest of its kind in the world, and the system of instruction is believed to embrace all that is valuable in other similar institutions, and to present additional features the value of which experience has successfully demonstrated. The venerable and accomplished Principal, Dr. PEET, is assisted by a full corps of able and experienced teachers.

In the intervals of study the pupils are exercised for two or three hours each day in mechanical trades, that they may thus be prepared to support themselves by their own industry, when they pass from the care of the Institution.

The aggregate number of pupils the past year has been 402: 234 males and 168 females; of these, 267 are supported by the State, 81 by the counties, 13 by the State of New Jersey, 2 by the institution, and 39 by their friends. The whole number of pupils the preceding year was only 354, of whom 256 were State pupils.

The annual report of the Institution will exhibit in full the state of its finances, and as in 1865, will show an insufficiency in the appropriation to meet expenses. The *per capita* allowance by the State is only \$180, a sum obviously inadequate, in view of the peculiar care necessary to be bestowed upon these pupils, and of the present and prospective high prices of all the means of living. These necessities, it is almost superfluous to say, call most urgently upon the Legislature to grant a more efficient relief—a relief demanded on the score of justice as well as of charity—to these our unfortunate fellow creatures, thus doomed to pass their lives in the dreary realms of silence.

It is also suggested, that the amount to be paid by counties sending pupils under 12 years of age, as provided by chapter 35 of the Laws of 1863, which is fixed at \$150 per annum, should correspondingly increased.

## NEW YORK INSTITUTION FOR THE BLIND.

The number of pupils in the New York Institution for the Blind, on the 30th day of September, 1865, was 121: of these 108 are supported by the State of New York, 8 by New Jersey, and 5 by their friends. There are twenty-one teachers; seven in each department, literary, musical and mechanical.

The course of study comprises the common English branches, together with natural philosophy, algebra, geometry, history, the use of the globes, music and mechanical pursuits. In all of these the progress of the pupils for the past year is reported as satisfactory.

No special changes mark the history of the Institution for the year. The same successful methods of instruction are pursued as heretofore. Full particulars will be found in the annual report of the Institution.

I still retain the conviction of the duty of the State, to provide for all the blind who shall desire it, a HOME, where intelligent and benevolent hands may minister to their culture and happiness, and where the competent may be employed in some industrial vocation, for the purpose of attracting their attention from the dismal prospects of their hopeless afflictions, and enabling them to contribute to their own support. It is not enough to provide for their scholastic education. They are, for the most part, dependent after they have passed creditably the examination of the schools, and ought not then to be committed to the uncertain and fickle charity often grudgingly awarded by the sympathy of individuals.

## INDIAN SCHOOLS.

The Annual Reports of the local Superintendents of the Indian Schools on the several reservations, presented herewith in Appendix marked (D), will show the condition of those schools, and justify the provision made by the State for their support. The average time during which they were in session in the school year ending with the 30th day of September, 1865, was  $28\frac{1}{2}$  weeks, with an aggregate attendance of 971 pupils. The prescribed time for attendance was greater; but owing to the rise of prices, and the smallness of the appropriation authorized, the time was reduced and the necessary repairs of the school-houses were deferred. Nearly all the school-houses need either slight repairs or additional apparatus, and two or three new school-houses are wanted. These much needed improvements may be made at an expense of a few hundred dollars, in addition to the proffered voluntary contri-

of the Indians themselves; still the Superintendent cannot direct them to be undertaken without an increase of appropriation, and by yet further reducing the school terms, which in his judgment ought not to be done.

The following extract from a letter written by the Rev. Asa Wright, Missionary on the Cattaraugus and Allegany reservations, is of interest in this connection:

"The progress and natural growth of the system begin to require for a larger amount of means. The Indians are very generally becoming interested in the education of their children. Neighboring communities entirely indifferent, if not actually opposed, a few years ago, are now earnestly pleading for schools. The Seneca Council has appropriated, within a few months, nearly six hundred dollars for the erection of school houses; and another will probably be built during the coming year, requiring further aid from the State. When these four houses are built, there will be eleven schools on this reservation (Cattaraugus), and only one small neighborhood not accommodated. \* \* \* The Indians here will doubtless come up more and more into the work of sustaining their own schools, so that ere long the State will be able to withdraw gradually from the work. For the present year, however, and perhaps the next, the starting of these new schools seems to make it very desirable—I ought to say necessary—that the State should increase its appropriation, notwithstanding all that the Indians have done or may be induced to do, for helping on the enterprise."

The following is an abstract of the receipts and disbursements on account of Indian schools during the year:

*Receipts.*

October 1, 1864, Balance.....	\$90
do      Appropriation (chapter 280, 1864).....	4,00
Jan'y 27, 1865, Free School Fund.....	1,50
April 28, 1865, Extra appropriation (chapter 558, 1865).....	1,00

\$7,40

*Paid during the year.*

Cattaraugus and Allegany.....	\$4,172 45
* Oneida.....	332,02
Onondaga.....	199 77
Tonawanda.....	219 01
Tuscarora.....	510 03
Saint-Regis.....	435 00
Shinnecock.....	113 00    5,98
Balance October 1, 1865.....	\$1,40
Paid since October to January.....	71
	<u>\$78</u>
Appropriation (chapter 351, 1865).....	4,00
Balance January 1, 1866.....	\$4,78
Against January 1, 1865: \$3,467.88. *	<u>      </u>

The Digest of Statistics, Appendix E, will show the census of Indian children of school age, the number of weeks' school in each district, the whole number of children attending school, their average attendance, and the amount expended on each of the reservations.

These schools have been in operation during the last nine years, and their benign influence is already made apparent in a variety of ways. The value of intellectual culture is better perceived and more clearly appreciated by both adults and children. The Indian youth are taught to read understandingly, and to find enjoyment and improvement in the perusal of well-written books of entertainment and instruction: they thus acquire rapidly a knowledge of the practical habits and refined manners of civilized society, and become qualified to occupy a more respectable and useful position in the general community.

I need only invite your attention to the fact, that, to support these or any other schools, the appropriation must be nominally greater than in former years.

#### THOMAS ORPHAN ASYLUM.

The Report of the Trustees of this Institution will be found in Appendix marked (C); and your special attention is invited to the facts therein stated, in the confident belief that their economical management will meet your approval, and that an institution so worthy, and so modest in its claims, will not be neglected when you shall make provision for the support of those who are so unfortunate as to be dependent upon the charity of the State, for shelter, food, clothing and education.

It will be observed with compassion, that the fathers of some of the children supported in this asylum, generously sacrificed their lives in the late war, to defend and perpetuate the government; leaving their children in their tender years, "without where to lay their heads."

#### STATE NORMAL SCHOOL.

During the past year, embracing the forty-first and forty-second terms, one hundred and seventy-nine candidates for admission were examined, and one hundred and sixty-seven passed the examination and entered upon the prescribed course of study. Of these, seventy-eight had previously taught school for an average of seventeen and one-third months. The average age of those, when admitted, was nineteen and one-fourth years. The whole number



of pupils who were in attendance was two hundred and seventy-eight, of whom fifty-one were males and two hundred and thirty-seven were females. Fifty pupils completed the full course instruction and received diplomas, of whom five were males and forty-five were females. Thirty-one of the counties were represented in the graduating classes.

The whole number of graduates since the commencement of the school is one thousand four hundred and eighty-eight; the whole number admitted to the school, during the same time, is four thousand one hundred and fourteen. Over thirty-six per cent. have therefore, graduated, a fact which, in view of the severity of the course, the infirmities of some and the limited pecuniary ability of others, is deemed creditable to the general conduct of the school.

During the late war there was a marked diminution in the number of male pupils, and since its close an increase; and there may now be seen in the school young men who bear honorable marks of the desperate conflict in which they were courageous actors. That the number of this honored class will increase during the year is confidently anticipated; for teaching is one of the occupations in which they may hopefully engage among a grateful people though they may be maimed and "bear the empty sleeve and wooden leg," the unmistakable symbols of our "legion of honor." But it is not anticipated that the number of male pupils will again be as large as in former years; they have a larger field than woman from which to choose their vocation; and of those whose veins the life blood flows full and free, there are but few modest, philanthropic and self-sacrificing as to choose a vocation to which is attached comparative seclusion and a precarious reward rather than one giving a greater sphere of activity and more frequently crowned with riches and honor. Woman already in charge of the primary departments in graded schools, and, to a very great extent, the sole charge of the schools of the rural districts. She is also taking an honorable position in the high schools, showing herself competent to perform successfully the duties heretofore assigned almost exclusively to her brothers. When to her shall be awarded an equal remuneration for equal services, she will more studiously and cheerfully qualify herself for the good work.

The forty-third term (the first of the twenty-second year of the school) commenced on the third Monday of last September, and the number of pupils now in attendance is 227. This number

notwithstanding many of the undergraduates are teaching winter schools, and the high price of board prevents the attendance of others, is greater than that of the corresponding term for several years past.

Long needed repairs and improvements in the school building have been made, which contribute to the health, convenience and instruction of the pupils. This outlay has so increased the capacity of the Experimental and Primary departments, that the increase of receipts for tuition from those departments, during the first year, will nearly equal this necessary and imperative expenditure.

*Faculty.*

OLIVER AVERY, A. M.,

Principal and Professor of Moral and Intellectual Philosophy.

REV. FREDERICK S. JEWELL, A. M.,

Professor of the English Language and Literature.

RODNEY G. KIMBALL, A. M.,

Professor of Mathematics.

LE ROY C. COOLEY, A. M.,

Professor of Natural Sciences.

JOHN H. FRENCH, LL. D.,

Professor of Theory and Practice of Teaching, and Superintendent of the Experimental and Primary Departments.

ALBERT N. HUSTED,

Teacher of Mathematics.

T. SPENCER LLOYD,

Teacher of Vocal Music.

LOUISA OSTROM,

Teacher of History and Drawing.

MARY E. BUTLER,

Teacher of Reading and Mental Arithmetic.

MARY E. HOWELL,

Teacher of Arithmetic and Grammar.

SYLVIA J. EASTMAN,

Model Teacher in the Experimental Department.

AMANDA P. FUNNELL,

Model Teacher in the Primary Department.

It may be observed that there have been, since the last report, some changes in the Faculty. At the close of the forty-second term, Professor WILLIAMS D. HUNTLEY tendered his resignation as the Superintendent of the Experimental department, and JOHN H. FRENCH, LL. D. received from the committee the appointment as

"Professor of the Theory and Practice of Teaching, and Superintendent of the Experimental and Primary Departments." Mr. Huntley had filled the position he resigned for the nine preceding years with ability and fidelity, and without detracting from his superior merits, it is due to the reputation of the school to award to his successor very high qualifications, the result of ripe experience as a practical teacher, of long years of close study of the modes by which intellectual and moral power may be developed and knowledge acquired, and classified and applied with facility to useful purposes.

In consequence of an increase in the number of pupils in the Experimental department, and the necessity of supervising more carefully the practice of the pupil-teachers from the Normal department, a model teacher was employed for that department. A short experience has already shown the propriety of this addition to the corps of teachers.

The well-earned reputation of the Principal of this school as a successful teacher, and a pure and high-minded Christian gentleman, has attracted many pupils to the school; and that he will greatly increase its popularity and usefulness is confidently believed.

For a detailed account of the expenses you are respectfully referred to the Report of the Executive Committee, who have the management of this school.

#### OSWEGO NORMAL AND TRAINING SCHOOL.

This Normal and Training School was established April 15, 1861 by the Board of Education of the city of Oswego, and has hitherto been mainly devoted to the training of teachers for primary schools. Its projectors contemplated the preparation of teachers for Oswego schools only; but the popularity of the methods of instruction adopted, and the urgent general demand for teachers, soon brought so many applications for admission from other parts of the State, that the Legislature of 1863 was induced to make an annual appropriation of \$3,000 for the support of the school, on condition that suitable buildings and accommodations should be furnished for its use; that not less than fifty teachers should be taught there each year for a period of at least forty weeks; and that each Senatorial district should be entitled to send thereto annually, free tuition, two first-class teachers.

The Board of Education selected one of the best school-houses

in the city for the use of the school, and furnished all the necessary means for conducting the business of instruction; and the institution was opened, under the patronage of the State, on the 17th day of April, 1864. But experience soon disclosed, what those who drew the act did not perceive, that compliance with the provisions for the payment of the appropriation, and the selection of pupils, were impracticable. Therefore the Legislature of 1865 so amended the act that, except for the first year, the appropriation for its support should be six thousand dollars annually for two years, on the conditions that each county should be entitled to as many pupil-teachers therein as it has representatives in the House of Assembly; and that the citizens, or the Board of Education of the city of Oswego, should provide a suitable building for the accommodation of the school. This last condition has been accepted and generously complied with, by the purchase and appropriation for the purpose of a large and commodious edifice, with ample grounds, located in one of the most prominent sections of the city, commanding a fine view of the entire town, lake and surrounding country. The main part of this building is constructed of cut limestone, and the wings of wood; it is three stories high, 153 feet in length, 130 feet in depth, and is valued at \$50,000. It contains ample and most convenient accommodations for 600 children in the model and practicing schools, and for 260 or 300 pupils in the Normal Department. Another term will commence on the 28th of February next, when the building will be completed and appropriated to the use of the school.

The whole number of pupil-teachers who have received instruction in this school since its organization, is 185, of whom 106 have graduated, and most of them are doing efficient work in the schools at remunerative salaries.

*Board of Instructors.*

EDWARD A. SHELDON, A. M.,

Superintendent and Professor of Didactics.

JOHN W. ARMSTRONG, A. M.,

Head Master and Professor of Natural Science and Moral Philosophy.

ISAAC B. POUCHER,

Superintendent of Model and Practicing Schools, and Teacher of Higher Arithmetic and Algebra in Training School.

HERMAN KRUSI,

Teacher of Form, Drawing, Geometry and History, and Philosophy of Education.

[Assem. No. 90.]

## TWELFTH ANNUAL REPORT OF THE

EMERSON J. HAMILTON, A. M.,

Teacher of Rhetoric, Composition, History and Higher Mathematics.

VIRGIL C. DOUGLASS,

Teacher of Writing and Book-keeping.

JAMES H. HOOSE, A. M.,

Assistant in the Department of Natural Science.

MARY H. SMITH,

Teacher of Geography, Geometry and Mental Philosophy.

MATILDA S. COOPER,

Teacher of Elementary Arithmetic and Grammar.

ELLEN SEAVER,

Teacher of Botany, Methods of giving Object Lessons and Moral Instruction, and in the Junior Practicing School.

MARY PERKINS,

Assistant Teacher in Form, Drawing, Geography, and Critic in Practicing School.

S. C. BANCROFT,

Teacher of Vocal Music.

LEONORA T. CLAPP,

Principal and Critic of the Primary Practicing School.

KATE DAVIS,

Assistant Critic in Primary Practicing School.

LOISE BRANT,

Assistant Critic in Junior Practicing School.

KATE WHITNEY,

Teacher of Model Graded School.

SARAH M. HASKELL,

Teacher of Model Ungraded School.

The following courses of instruction have been prescribed in view of the design of the school:

The *Elementary Preparatory Course*, which is limited to a term of twenty weeks, is devoted chiefly to instruction in spelling, reading, writing, single-entry book-keeping, linear and circular drawing, physical and political geography, oral and written arithmetic, history, analysis of words, impromptu composition and essays. Pupils found not qualified in the subjects and exercises here named, are required to become so before being admitted to higher course.

The *Elementary Training Course* is limited to one year or two terms, each twenty weeks, and includes instruction in the method of teaching the branches named in the preceding course, and in the philosophy of education, school economy, physiology,

ogy, botany, mineralogy; with daily exercises in impromptu composition, oral and written, and the weekly preparation of written essays. Another division of pupils in this class devote a part of their time to observation in the model schools, and to teaching in the practicing schools under the supervision of competent critics. Two hours each day are given to methods of teaching form, size, measure, color, weight, sounds, objects, animals, plants, ethics, and to exercises in impromptu composition. Criticism lessons and essays weekly.

To those who master these courses of study, and show themselves qualified in general knowledge, in moral character and natural aptitude to govern and to give instruction, a diploma will be given, duly signed, specifying the subjects in which the holder is deemed qualified, and serving as a certificate of qualification to teach common schools.

Students to be admitted to the higher course—the *Advanced Preparatory Course*—are required to pass satisfactorily a critical examination in the primary courses. Those admitted are divided and arranged in three classes according to their acquirements.

*Subjects of C Class.*

**H**igher Arithmetic, Algebra, Grammatical Analysis, Rhetoric, English Literature, Double-entry Book-keeping, Linear and Object Drawing, Botany and Impromptu Composition. Rhetorical Exercises and Essays weekly.

*Subjects of B Class.*

**A**lgebra continued, Geometry, History, Natural Philosophy, Perspective Drawing, Chemistry and Impromptu Composition. Rhetorical Exercises and Essays weekly.

*Subjects of A Class.*

**A**stronomy, Algebra completed, Trigonometry, Surveying and Mensuration, Mental and Moral Philosophy, Geology, Mineralogy, and Impromptu Composition. Rhetorical Exercises and Essays weekly.

The next higher course, the *Advanced Training Course*, occupies one term of twenty weeks; and is devoted to instruction and practice in the methods of teaching the subjects of the next preceding course, and also to instruction in the philosophy of education, school law, science of government, school organization and discipline, and to the theory and practice of school economy generally.

To those who satisfactorily complete this course, a diploma is given as a testimonial of their general qualifications and ability to teach the English branches usually pursued in high schools and academies.

These courses of study were prescribed after a careful consideration of the urgent call for teachers, of the limited time which they can devote to preparation for their work, of the laws which are to be observed in the healthful development and control of all the faculties, and after a full comparison of the views of the most successful educators. That they are perfect is not claimed but it is believed that experience will soon develop and remove any imperfections.

I avail myself of this opportunity to speak in commendation of the prompt and liberal provision made by the citizens of Oswego by which all parts of the State may participate in the benefits of this school; and, in view of this praiseworthy action on their part and of the good policy of giving a generous support to such schools, the conviction is irresistible that it is both the duty and interest of the State to make the appropriation for its support permanent and sufficient to give it a vigorous existence.

#### TEACHERS' CLASSES IN ACADEMIES.

Schedule (A) contains a list of the academies that have been selected under authority of the Act of April 13, 1855, to give instruction to teachers' classes, in the science of common school teaching, during the academic year 1865-6.

The following course of study has been prescribed for these classes, viz: Reading and Orthography; Writing; Arithmetic, intellectual and written; English Grammar; Geography: and it is the obligation, which is inviolable, that "the time required by the statute for four months, "must be wholly occupied with it."

"With these studies must be combined the theory and practice of teaching, either by recitation from a text-book, or by lecture, or, which is preferable, by both combined. These subjects are to be regarded as indispensable."

The most thorough instruction in the elementary parts of these several subjects is required; and in addition to these, with English grammar, "frequent exercises in composition" must be connected and with geography, the drawing of maps on the black-board, the use of globes and "mathematical geography." It is further required that the class shall "be recognized and taught as a distinct class, and not merged in the other classes of the Academy."

appears from the returns, that teachers' classes have been formed in seventy-eight of the ninety academies selected for the year 1864-5, and in ten, the entire number of those provisionally appointed, making a total of eighty-eight.

The whole number of teachers thus instructed was 1,598; of whom 304 were males, and 1,294 were females. The reports show that separate instruction was given to these classes in all the academies selected for the purpose, and that comparatively few of the pupils were permitted to pursue studies outside of the course prescribed.

The reports further show that at least seventy-five of these academies have organized and conducted the classes in the spirit of the statute, and have labored honestly and earnestly to properly fit their pupils for teaching.

That these classes have done, and are doing good, none can doubt. But the training of a proper corps of teachers requires something more permanent, more continuous and more effective than these fragmentary efforts, however faithfully they may be made.

#### TEACHERS' INSTITUTES.

During the calendar year 1865, sixty-three institutes have been held in fifty-four counties, with an aggregate attendance of 8,887 teachers. The whole number of days' attendance, as reported, is 68,713. The number of teachers enrolled the preceding year was 7,524. The following table will show the counties in which they were held, the places, number of weeks' session, number of teachers and aggregate number of days' attendance:

*Teachers' Institutes for the Year 1865.*

COUNTIES.	Places of meeting.	Number of weeks.	Number of teachers.	Days' aggregate attendance.
Albany .....	Clarksville .....	1	118	518
do .....	East Berne .....	1	106	467
do .....	Watervliet .....	1	173	535
Allegany .....	Belmont .....	2	148	1,215
Broome .....	Binghamton .....	2	213	2,216
Cattaraugus .....	Ellicottville .....	2	60	521
Cayuga .....	Meridian .....	2	102	831
do .....	Moravia .....	2	76	501
Chautauque .....	Fredonia .....	2	437	3,280
Chemung .....	Horseheads .....	2	73	650
Chenango .....	Norwich .....	2	153	1,223
Clinton .....	Plattsburgh .....	2	99	539
Columbia .....	Hillsdale .....	2	131	679
Cortland .....	Cortlandville .....	2	140	1,133



*Teachers' Institutes for the Year 1865—Continued.*

COUNTIES.	Places of Meeting.	Number of weeks.	Number of teachers.	Days aggregated at- tending
Delaware .....	Walton .....	2	150	1,443
do .....	Roxbury .....	2	120	1,038
Erie .....	Clarence .....	2	126	1,138
Essex .....	Elizabethtown .....	2	86	703
Franklin .....	Fort Covington .....	2	65	581
Fulton .....	Gloversville .....	2	167	1,041
Genesee .....	Batavia .....	2	232	1,617
Greene .....	Catskill .....	2	98	799
Hamilton .....	Wells .....	2	30	258
Herkimer .....	Herkimer .....	2	312	3,127
Jefferson .....	Watertown .....	2	129	1,416
Lewis .....	Turin .....	2	65	802
do .....	Lowville .....	2	41	356
Livingston .....	Mount Morris .....	6	272	3,670
Madison .....	Morrisville .....	2	146	1,055
Monroe .....	Fairport .....	2	146	1,194
do .....	Spencerport .....	2	194	1,122
Montgomery .....	Fort Plain .....	1	116	413
do .....	Amsterdam .....	1		
Niagara .....	Lockport .....	2	168	1,145
Oneida .....	Rome .....	2	222	2,077
Onondaga .....	Elbridge .....	2	58	529
Ontario .....	Cannadagua .....	2	167	1,053
Orange .....	Chester .....	2	129	1,004
Orleans .....	Albion .....	2	86	710
Oswego .....	Fulton .....	2	85	874
do .....	Central Square .....	2	69	773
do .....	Sandy Creek .....	2	81	858
Otsego .....	Cherry Valley .....	2	121	957
do .....	Morris .....	2	95	788
Queens .....	Flushing .....	2	105	931
Rensselaer .....	South Petersburg .....	2	130	968
do .....	Poestenkill .....	2	92	621
St. Lawrence .....	Brasher Falls .....	2	252	2,210
Saratoga .....	Ballston Spa .....	2	140	651
Schenectady .....	Schenectady .....	2	95	585
Schoharie .....	Middleburgh .....	2	132	886
do .....	Cobleskill .....	2	183	1,322
Schuyler .....	Havana .....	2	106	768
Seneca .....	Waterloo .....	2	160	1,270
Steuben .....	Bath .....	2	162	1,139
Suffolk .....	Riverhead .....	1	72	275
do .....	Patchogue .....	1	88	347
Sullivan .....	Monticello .....	2	148	1,037
Tioga .....	Owego .....	2	104	1,078
do .....	Waverly .....	2	72	687
Tompkins .....	Ithaca .....	2	171	1,395
Ulster .....	Kingston .....	2	163	1,352
Warren .....	Caldwell .....	2	63	453
Washington .....	Argyle .....	2	95	699
Wayne .....	Marion .....	2	122	951
Westchester .....	Bedford .....	1	65	234
Wyoming .....	Wyoming .....	1	133	630
do .....	Arcade .....	1	157	760
Yates .....	Penn Yan .....	2	72	623
			8,887	68,713

Since 1854, these institutes have been surely and rapidly gaining in public favor, and there is now no question of their necessity in the minds of any one competent of judging. The schools ought to have teachers specially and thoroughly trained for their work.

**he** normal schools and teachers' classes in academies cannot furnish one for a hundred that is wanted of such teachers. It is not claimed that the institutes, which are in operation only two or three weeks each year, can make accomplished scholars; but it is claimed, and proved by experience, that they assist the great number of young teachers who resort to them, in acquiring a certain amount of valuable knowledge of their practical duties, which they have not otherwise an opportunity to learn; that without this knowledge they would not produce results, as teachers, so honorable to themselves or so beneficial to the schools.

These institutes have, in short, the advantage of giving instruction, at a comparatively small expense, to a very large proportion of the teachers of the State, who immediately carry back the information and ability derived therefrom into the schools of the counties in which they are held.

Table (F,) appended to this report, gives the statistics of the institutes held in this State since the organization of this Department; and it affords me pleasure to state that the progress therein exhibited should be attributed chiefly to the meagerly rewarded but zealous labors of the School Commissioners.

#### TEACHERS' ASSOCIATIONS.

Teachers' associations in the various counties and commissioner districts, and in some of the towns, continue to do effective work, and a healthful public sentiment in regard to education is created and fostered through these instrumentalities. Many of the Commissioners hold school examinations in the various towns, and meet classes of teachers for instruction and counsel. To the voluntary action of intelligent and zealous teachers is justly due much of the growing prosperity of the schools.

The State Teachers' Association, which celebrated its twenty-first anniversary last summer, is an exponent of the most approved methods in education, and an invaluable auxiliary to our school system. The official organ of this Association,

#### THE NEW YORK TEACHER,

notwithstanding the embarrassments incident to the times, is performing effectively the work to which it has for years been devoted. The approval of the Legislature, in former years, of its object and services, has resulted in its increased efficiency. Copies subscribed for by the Superintendent have been sent to school

officers and inexperienced teachers; and it has proved most valuable, especially in its instructions and suggestions to young teachers, and as a medium of communication between the Superintendent and school officers and teachers. It is due to the eminent teachers who have long sustained this periodical simply for the public good, that the State should manifest her appreciation of them, and of their enterprise, by continuing the appropriation heretofore annually made for its support.

#### PROGRESS AND PROSPECTS OF THE CORNELL UNIVERSITY.

*Letter from Senator Cornell to the Superintendent of Public Instruction.*

ALBANY, January 29, 1866.

Dear Sir—At your request I submit the following statement of the progress of the Cornell University. The trustees organized fully at their meeting at Ithaca, in September last.

#### *Trustees.*

His Excellency, Gov. R. E. Fenton.  
 Lieut. Gov. Thos. G. Alvord,  
 Hon. V. M. Rice, Sup. Pub. Instr.  
 " Horace Greeley,  
 " Edwin D. Morgan,  
 " Erastus Brooks,  
 " William Kelly,  
 J. Meredith Read, Jr.,  
 Hon. G. H. Andrews,  
 " A. B. Weaver,  
 " A. D. White,  
 " C. J. Folger,

Hon. E. B. Morgan,  
 " J. M. Parker,  
 " T. C. Peters,  
 Hiram Sibley,  
 Hon. Lyman Tremain,  
 " Ezra Cornell,  
 " J. B. Williams,  
 " G. W. Schuyler,  
 William Andrus,  
 John McGraw,  
 Francis M. Finch,  
 Alonzo B. Cornell.

#### *Officers.*

Ezra Cornell, *Pres.* G. W. Schuyler, *Treas.* F. M. Finch, *Secy.*

#### *Executive Committee.*

William Adams,  
 Hon. J. R. Williams,  
 " G. W. Schuyler,  
 Alonzo B. Cornell,

Hon. J. M. Parker,  
 " Ezra Cornell,  
 " Thomas G. Alvord,  
 " Horace Greeley,

Edwin B. Morgan.

#### *Building Committee.*

Hon. A. D. White,  
 " William Kelly,

Ezra Cornell,  
 Hon. A. B. Weaver,  
 Francis M. Finch.

*Finance Committee.*

Hon. Edwin B. Morgan,  
" J. B. Williams,

John McGraw,  
Hon. Wm. Kelly,

A. B. Cornell.

The Trustees received from Ezra Cornell his donation of \$500,000 and invested the same in a fund bearing seven per cent. interest, payable semi-annually. The annual interest of this sum, \$35,000, constitutes our only building fund, as the Trustees adopted the policy of not impairing their capital for any purpose. Ezra Cornell also donated to the Trustees a farm of 200 acres and site for the University, valued at \$500,000, and \$10,000 paid for the Jewett cabinet of the Palæontology of New York.

The law of last winter, under which the University is organized, provides that the institution shall have the income from the fund realized from the sale of the college land scrip. This land scrip amounted in the aggregate to 990,000 acres, of which about 90,000 acres had been sold by the Comptroller prior to the passage of the act of last winter, bringing about \$70,000 which is invested in N. Y. 7 per cent. State stocks. Of the balance I purchased 100,000 last fall for \$50,000, agreeing with the State authorities to locate the land for the benefit of the University. This scrip is now being located in Wisconsin and Minnesota, leaving in the possession of the Comptroller scrip for 800,000 acres of land, which we hope to be able to purchase and locate for the University. If all my plans and efforts are successful, I expect to lay the foundation of an endowment fund that will, within ten years, amount to three millions of dollars, and be adequate, in all respects, to give an education to at least the number of students provided for in the act (one from each Assembly district each year), free of all expenses. And this freedom of the University shall not be regarded in any light as a charity to indigent scholars, but as a reward of honor, tendered to those scholars who shall win the highest laurels of our public schools and academies, as provided in the act.

The Building Committee have several architects at work on the plans for the buildings of the University, to commence their erection by the first of April.

A meeting of the Trustees will be called at the Agricultural Rooms in Albany, on the 13th day of February next.

Yours Respectfully,

E. CORNELL.

V. M. RICE, Esq., *Supt. of Public Instruction.*

*Prospective Educational Advantages.*

The present opinions and hopes entertained as to the future of the CORNELL UNIVERSITY are of the most encouraging description, both as regards its speedy completion and arrangement for the commencement of educational operations, and as to the benefits which it can not fail to confer upon the cause of popular education, at the same time that it holds out the noblest opportunity yet proposed in our country for the pursuit of the higher and more persistent efforts in classical study, physical investigation, and philosophical research; thereby surely leading the advancement of the American mind to a more elevated station in the literary and scientific world than has hitherto been its award.

The leading object of the institution is announced, in the fourth section of the act (referred to in the foregoing letter), to be the promotion of the liberal and practical education of the industrial classes in the several pursuits and professions of life, by providing instruction in the agricultural, mechanical and military sciences, admitting also such other branches of science and knowledge as the trustees may deem useful and proper. A wise provision, at the outset, forestalls all sectarian or religious preferences, as well as distinctions of rank or previous occupation, respecting eligibility to appointments or offices.

But a more conspicuous and essential feature is unfolded in the ninth section of said act. The University is pledged to accept and instruct gratuitously, students from each assembly district of the State, selected by the proper officers of each county or city (under subsequent examination and approval by the faculty of the University), as being the best scholars; giving preference, however, in the selection, to the sons of those who have died in military or naval service of the United States, and having consideration likewise to the physical ability of each candidate.

If this design be fully carried out, as it most assuredly will, the Cornell University becomes the very Crown of our Public School System. Its students, being selected from the mill-ions because of superior mental and physical capacity, should (and will) be superior to those of any other university in the world.

Let us for a moment anticipate the influence that the opening of the University will be likely to exert upon the schools and the people. Emulation will be kindled among the teachers of different schools in each county and city, to urge forward the efforts of pupils in qualifying themselves to take part in the competition for the highest award of scholarship; to the scholar, the prize of

appointment to the Cornell University will be one of the strongest incentives to studious exertion, not forgetting the very essential complementary condition of a due attention to healthful physical regimen and exercise; the friendly contest going on in every school district will awaken the general public to regard with increased interest the aspiration to a higher sphere of education; the system of primary instruction will be affected by the examination and selection of candidates for the University, an action which will lead directly to an investigation of the modes of teaching adopted, alike in the particular schools where the competitors fail and where they succeed in the race; and, finally, to take a more familiar view, how lively will be the *talk* among the people of the several cities, villages and rural districts, each year, before, after, and while the examination is progressing!

Under the auspices of the distinguished names embodied in the letter to which these few remarks are subsidiary, we may anticipate that the Cornell University will become substantially a College of the People—the college of all the people; for the boy of poverty shall participate in its benefits equally with the boy of riches; the question for admission, and the only question will be: Have you distanced your rivals in the pursuit of knowledge under difficulties, and have you persevered in the practice of good moral and wholesome physical habits?

And now to conclude with a word of homage to the Hon. EZRA CORNELL, the munificent donor of nearly a million of dollars to this prospectively beneficent institution; a perpetual donation, as it were, whose benefits to posterity will increase in arithmetical ratio in all time to come, and serve to place the State of New York in the foremost rank among the nations of the earth, as prompting a benign cultivation of the humanities and a true advocacy of human welfare and happiness. Ranking with the highest patrons of learning the world has yet seen, New York in the person of her CORNELL can now look with emulation and complaisance upon the sister State, Pennsylvania, with her GIRARD, upon the centralized Washington with her SMITHSON, upon the intellectual pioneer, New England, with her admired and flourishing school system; and it earnestly behooves us and our children to see to it that there shall be left no excuse for the American mind hereafter to follow in the wake of Prussia, of France, of England, on the shoreless ocean of Science and Philosophy; but with an abiding faith in the resources, physical and intellectual of

our own country, work on patiently, but earnestly, for the extension of knowledge and virtue among men.

#### COMMON SCHOOL FUND.

Table No. 6 will show the increase and diminution of the capital of the Common School Fund during the year ending September 30, 1865.

It is not my intention, in this place, to give a detailed history of this fund. I have, with considerable care and trouble prepared an article of the kind, but I have found it too lengthy to be inserted in this report. In connection with this table, I desire, however very briefly to call your attention to two transactions affecting the capital of the fund, as illustrative of the losses to which it has been subjected, and to which it is likely to be subject in the future unless some action shall be taken on the part of the Legislature to protect it.

The first of these transactions is as follows :

In the month of June, 1861, the State of New York, in consideration of the sum of \$300,000, conveyed to the corporation of the city of New York certain lands owned by the State and situated in the city of New York, known as the " West Washington Market," the " Watts street Pier," the " Hubert street Pier," and a portion of the " Lowber property." The proceeds of this sale were, by the then Comptroller of the State of New York, FRANK ROBERT DENISON, acting by the advice of the Attorney General, passed to the credit of the *General Fund*. A protest against this proceeding was entered at the time by the then acting Superintendent of Public Instruction, EMERSON W. KEYES, Esq.; and the protest, in the shape of a memorial, addressed to the Comptroller, may be found in the appendix to the Eighth Annual Report of the Superintendent of Public Instruction, marked "A."

It is claimed that the *proceeds* of this sale should have been placed to the credit of the capital of the Common School Fund under section 10, article 7, Constitution of 1822, and article 7, the constitution of 1846, section 10, article 7, constitution of 1850 is as follows:

" The proceeds of all lands belonging to this State, except the parts thereof as may be reserved or appropriated to public use ceded to the United States, which shall hereafter be sold or disposed of, together with the fund denominated the Common School Fund, shall be and remain a perpetual fund, the interest of which shall be inviolably appropriated and applied to the support of common schools throughout the State."

This provision was embodied in the Revised Statutes of 1827, in almost the exact language above quoted.

Article IX of the Constitution of 1846 reads as follows:

“The capital of the Common School Fund, the capital of the Literature Fund, and the capital of the United States Deposit Fund, shall be respectively preserved inviolate. The revenue of the said Common School Fund shall be applied to the support of common schools; the revenue of the said Literature Fund shall be applied to the support of academies, and the sum of twenty-five thousand dollars of the revenues of the United States Deposit Fund shall each year be appropriated to and made a part of the capital of the said Common School Fund.”

The lands in question originally lay under water, forming a part of the bed of the Hudson and East rivers, opposite the city of New York. The State assumed ownership of one of these tracts of land on the 24th of April 1858.

It was claimed by the Comptroller, at the time of the transfer of this property from the State to the city of New York, that it was not owned by the State, at the time of the adoption of the Constitution of 1822, and that, therefore, the act of the Legislature passed in 1827, embodying the constitutional provision, does not apply to it, in other words, that the constitutional provision affected only such lands as were at the time of the adoption of the Constitution actually owned by the State.

But there are no words of limitation in the constitutional provision confining its operation to lands *then* owned by the State, nothing but the broad, all-embracing and positive declaration, that the proceeds of *all lands* belonging to the State should, as a part of the capital of the Common School Fund, be preserved inviolate. The provision being unlimited, and being a portion of the supreme law of the State, and having been substantially reproduced in the Constitution of 1846, it is difficult to see wherein it was less binding in the year 1861, when this transaction took place, than in 1823, when the old Constitution became the supreme law of the State. If the provision applied only to lands actually owned by the State at the time of the adoption of the Constitution, then it may be said, with equal force, that section 1, article 1 of our present Constitution, which declares that “no member of this State shall be disfranchised or deprived of any of the rights or privileges secured to any citizen thereof, unless by the law of the land or the judgment of his peers,” applies to those persons only who were



"members of the State" at the adoption of the Constitution in 1846.

But it is claimed that the title of the State to these lands extends far back beyond 1823.

In 1777, the State of New York assumed and thereafter sustained independent sovereignty, and succeeded the British government as owner of all unoccupied lands within her boundaries. These lands were at that time unoccupied, and consequently they belonged to the State. It is true they were under water, but *that* fact in no way affected the title of the State. Ownership is limited neither by height nor depth. By the common law rule, the owners of lands lying along and bounded by rivers not navigable, own to the center of the stream, including all islands and the bed of the stream. So, also, by the common law rule, which has been repeatedly declared adopted in this State, where lands adjoin *navigable* rivers, *the State owns the land from ordinary high water mark, including the bed of the stream.*

The second transaction affecting the Common School Fund, to which your attention is invited, is as follows:

September 6, 1858, pursuant to chapter 675, Laws of 1857, the Comptroller loaned to the Susquehanna Seminary, located at Binghamton, \$11,000 out of the Common School Fund, and took a mortgage on said seminary, to secure the payment of the debt. The law authorizing the loan directed that it should not be made until it was secured by a bond and mortgage on unincumbered real estate, worth at least double the amount loaned.

No part of the principal or interest of said loan was ever paid and December 30, 1861, the mortgage was foreclosed, and the property bid in by the State for principal and interest then due \$13,668.83. Subsequently, by direction of the Commissioners of the Land Office, it was sold to John Mack and William M. Waterman, for the sum of \$10,550, or \$450 less than the amount principal loaned in 1858, and, including interest, causing a loss of about \$4,000 to the Common School Fund. Of the sum which Mack and Waterman are to pay the State for said Seminary, \$7,911 still remains unpaid, secured by their bond.

I have corresponded with a gentleman residing at Binghamton who is a competent judge of the value of said seminary, and am informed by him that the building and grounds are worth \$20,000.

I have called your attention to these transactions, fully impressed with the belief that the Common School Fund is smaller.

by more than \$300,000, than it would have been had the constitutional provision guaranteeing its inviolability been regarded. In the opinion which I have given in regard to the first mentioned transaction, I am sustained by several gentlemen eminent in the legal profession, to whom the case has been stated; while the loss occasioned to the fund on account of the loan made to the Susquehanna Seminary is too apparent to need comment.

I respectfully, yet earnestly, request a careful investigation of these matters at your hands, and would recommend the appointment of some competent person to examine into the history of the fund, who shall report to the next Legislature whether, in his opinion, any, and if any, what sums are due to the Common School Fund from the general or any other fund.

I would also recommend the passage of an act fully defining the constitutional provision in regard to the Common School Fund, and providing that the *proceeds* of all lands now owned, or which shall hereafter be owned, by the State, be placed to the credit of that fund, in accordance with the manifest intention of the Constitution.

#### FREE SCHOOL FUND.

The following is a statement of the receipts and disbursements on account of this fund for the last fiscal year:

##### *Receipts:*

Balance in Treasury, October 1, 1864:		
Appropriated to Common Schools.....	\$819 79	
do to Indian Schools.....	904 07	
do to Institutes.....	2,572 56	\$4,296 42
Avails of $\frac{3}{4}$ mill tax, exclusive of the county of New York.....		683,749 78
Borrowed from the Commercial Bank.....		226,695 99
Paid subsequently by New York, in part.....		360,896 82
Interest on deposits.....		183 92
Moneys returned from counties.....		329 72
		<u>\$1,286,152 65</u>

##### *Payments:*

For support of Common Schools:		
Regular apportionment .....	\$1,123,296 48	
Supplementary .....	1,375 28	
Paid for Indian Schools .....	2,116 35	
For support of Institutes .....	2,331 40	
Paid Commercial Bank .....	155,592 69	
Balance in Treasury, October 1, 1865.....	1,440 45	
		<u>\$1,286,152 65</u>

The condition of the Free School Fund on the 1st day of February, 1866, showing its assets and liabilities, including the tax levied for the support of schools for the current year, and its apportionment, is exhibited in the following table:

*Condition of the Free School Fund.*

<b>Assets:</b>	
Balance in Treasury .....	\$1,440
Due from city of New York, Tax of 1862 .....	11,085
Interest on the above to February 1, 1866 .....	2,752
Balance due from New York, Tax of 1864 .....	71,103
Interest on the above to February 1, 1866 .....	8,036
Tax of 1865 .....	1,163,159
	<u>\$1,257,578</u>
<b>Liabilities:</b>	
Balance due Auditor, for moneys borrowed .....	\$15,000
Interest to February 1, 1866 .....	4,329
Balance due Commercial Bank .....	71,103
Interest to February 1, 1866 .....	8,036
Appropriated to Institutions .....	241
Appropriated to Indians (balance) .....	1,334
Apportionment of 1866 .....	1,126,000
	<u>\$1,226,045</u>
Balance .....	<u>\$31,533</u>

There is now due from the city of New York, as per annex statement in appendix marked (9), on account of  $\frac{3}{4}$  mill tax:

Tax of 1864 .....	\$71,103
Tax of 1862 .....	11,085
On account of interest paid on various sums borrowed to supply deficiency caused by non-payment of $\frac{3}{4}$ mill tax by said city .....	10,896
Making the total due from New York city .....	<u>93,084</u>

By chapter 240, Session Laws of 1863, all moneyed corporations doing business in this State were made taxable on an amount equal to their capital stock together with their surplus earnings after deducting ten per cent. of such surplus.

By virtue of this provision, all such corporations located in city of New York were assessed by the local authorities in years 1863 and 1864; and including the assessments thus made the total assessed valuation of the county of New York, as equalized by the board of State Assessors, was, in 1863, \$547,416,000 and in 1864, \$576,000,161; and upon this valuation the  $\frac{3}{4}$  mill for the support of schools was collected.

The question of the constitutionality of said act having been carried to the supreme court of the United States, that tribunal decided that the act, so far as it affected those corporations whose capital was wholly or in part invested in United States securities was in conflict with the acts of Congress exempting those securities from taxation, and was therefore to that extent void. The court was also directed by said court to refund to all such corporations respectively the amount improperly collected.

Upon examining the returns of the ward assessors, it is found that in the year 1863, United States securities, exempt from tax

tion as aforesaid, were assessed to the value of \$57,963,456; and in the year 1864, to the value of \$44,791,620.88; upon which valuation a  $\frac{3}{4}$  mill tax for the support of schools, amounting in the aggregate to \$77,066.31, had been collected, and that portion for the former of those years paid into the State Treasury. Being obliged to refund to the corporations this sum, the city of New York looks to the State for reimbursement. The comptroller of that city refuses to pay over the unsettled amount of the  $\frac{3}{4}$  mill tax of 1864 due from that city for the support of schools, until the above mentioned claim shall have been satisfactorily adjusted. It is believed, however, that he has no legal right to withhold, for any cause, any portion of the tax for that year.

It will not be claimed that a private citizen, having by mistake overpaid his tax for one year, has a legal right to withhold any part of the tax assessed against him for the next year; and I am not aware that a corporation is entitled to more consideration, in this respect, than a private individual.

The true theory, in my judgment, is, that every tax stands entirely by itself. Every tax is made out for a fixed purpose and a definite sum, and without reference to any unsettled claims of those against whom it is levied. Every dollar of it has been appropriated by law for specific objects. Hence, if it were within the power of local officers to retain a portion of this tax, on account of some real or alleged over-payment at some former time, the public treasury might very frequently be empty at the very time when demands upon it should be met; appropriations made by the legislature would fail of payment, thus greatly injuring the credit of the State, and, in a measure, stopping the wheels of government.

Such are some of the consequences which would follow, were such a power placed in the hands of the local officers.

Every assessment made by the State authorities upon any county is an order to the county authorities to cause to be collected and paid into the State treasury the exact amount called for, without any deduction for any cause whatever.

The county of New York has mistaken her remedy. Her officers should promptly pay into the State Treasury the amount assessed against their county, and then apply to the Legislature for reimbursement on account of the overpayment made by them for the years 1863 and 1864. The treasury may thus have funds suf-

ficient to meet the appropriations of the Legislature; vexatious litigations will be prevented, and the county be fully reimbursed.

I wish to present to your consideration the fact that there are, every spring, from sixteen to twenty thousand teachers who, for services rendered, expect their pay from the school moneys apportioned by the Superintendent and School Commissioners to the several districts; that there are more than twenty thousand school district officers who are responsible for this payment to the teachers; that these district officers look for the money to nearly a thousand supervisors, and they, in turn, to the county treasurers, and these to the State Treasurer. If the county of New York or other counties fail to pay their school tax in season, the State cannot pay the county treasurers, and the county treasurers fail to pay the supervisors, and these town officers the orders given to teachers.

The trouble, great as it is, which this delay causes to State officers and county treasurers is, perhaps, matter of minor importance, but it is *not* a small matter which causes annoyance to 40,000 persons, half of whom are also subject to other delays in getting wages which they have, in many cases, contracted to pay out as soon as received. A great multitude of people are thus subjected to much unnecessary trouble and expense. A remedy can be secured only by legislative action. I recommend, therefore, that a law be passed requiring every county whose school tax shall not be paid on or before the first day of March in each year, to pay interest thereafter, at the rate of twelve per centum per annum, on all sums due until the whole amount shall be paid.

#### REPORTS OF COMMISSIONERS AND CITY SUPERINTENDENTS.

I refer to appendix C for these reports, which I have given in full, for the purpose of placing before the Legislature, and the people generally, a practical exposition of the working of our school system in all parts of the State; the hindrances in some localities to its full development, and the noble way in which, in others, the people exert themselves for the education of their children.

A perusal of these reports will exhibit the difficulties frequently encountered by the Commissioners in the performance of their duties; the evils resulting from the employment of poorly qualified teachers, occasioned chiefly by the odious rate bill system, which compels the trustees often to accept the alternative of employing a cheap and consequently poorly qualified teacher, or a withdrawal

children from school to avoid an onerous tax; and what is equally true, the detailed accounts of the deplorable condition of the school houses in many places throughout the State, the dilapidated buildings requiring to be repaired or replaced with new ones, the want of enclosed yards and suitable outhouses, and the discomfort arising from the lack of proper seats and desks and furniture within them. It is impossible to read these reports without becoming impressed with the conviction that every facility of law should be afforded for the improvement of the school houses, and the embellishment of their surroundings.

Old things are passing away, and the character of the new will depend somewhat upon the law, and more upon the depth of mental solicitude and the faith of the people in universal education as the best inheritance for their posterity. In many cases the noble interest manifested for the mental improvement of youth is attributable to the fact that the people are very generally, and almost constantly, occupied with matters wherein pecuniary considerations are paramount, and thus come to acquire the sentiments and habits of an extreme parsimony in all the concerns of life, not excepting what is due to the intellectual interests of their children.

These reports confirm an opinion long entertained by those who have devoted careful attention to the subject, that whatever other means may be employed to secure the education of all the youth of the State, the free school at least is absolutely essential to the accomplishment of that all-important end. I commend them to your special attention, also, in the confident belief that by an examination of them you will be convinced that the office of School Commissioner is no sinecure; that the schools should be as free to the child of proper age as are the sunlight and the air; that immediate measures should be taken to establish more Normal and Training schools for the preparation of teachers, who will illuminate the school rooms and make the way of knowledge plain, and finally, that the success of the Teachers' Institutes or temporary Normal schools, held in the several counties during the year, is a full vindication of their utility and popularity.

#### SCHOOL LAW.

The consolidated school act, passed in 1864, and in a very few particulars amended in 1865, has proved acceptable to the people, and has imparted a greater degree of efficiency to the working of

our school system than was anticipated even by those most confident of its superiority over former acts in the simplicity and scope of its provisions.

The provision requiring a part of the public moneys to be apportioned on the basis of average daily attendance took effect the first day of October, 1864, and the statistical and written reports of the Commissioners show, that during the school year ending with the 30th day of September, 1865, the aggregate attendance had been thereby largely increased, notwithstanding many of the districts did not fully comprehend the pecuniary consideration involved in it. This is now more generally and clearly understood, and it is anticipated that the returns for the current school year will show a still more favorable result. In some of the counties, the average daily attendance thus far for this year as reported by Commissioners, is more than eight per cent. larger than for the same portion of the year preceding, indicating that the people in these districts are now consciously aware of the fact that their award of public money for the next school year will thus be increased.

To carry into effect the provision just referred to, to secure proper statistical information in regard to attendance and correctness on the part of trustees in recording the names, ages and birth places of pupils, I prepared suitable registers for the then current school year, and caused them to be distributed. These registers were got up in a cheap practical form, composed of only a few sheets of paper properly ruled and stitched together, and of a substantial paper cover on which were printed full and explicit instructions to teachers and trustees as to the proper manner of using them. The law had for many years required the trustees themselves to provide a book for this purpose, but they had very generally failed to do so, and the record of attendance was for the most part kept on loose sheets of paper, which were often lost, occasioning disputes and costly litigations concerning rate bills, and unreliable reports to be made to the School Commissioners and to the Department.

This is in fact the first time, since our school system went into operation, that the Superintendent could make a reliable exposure of figures of the number of children participating in the privilege of the schools, and the proportion they bear to the whole number of school age. It is the first time that the average daily attendance and the average number of pupils per teacher could be given

The guessing system has heretofore been very generally resorted to by trustees in making their reports, and its results have each year been reported to your honorable body. The most reliable means of determining the progress of public instruction in this State for previous years is unfortunately wanting, and that in consequence of what I deem inexcusable neglect to provide for proper registration. This neglect is deemed to have been inexcusable, because the registration was a matter of public importance, unwisely entrusted by the law to forty thousand unpaid school district officers. I may be allowed here to suggest that it is neither right nor expedient to *require* any man, whether he be a school district officer or any other officer, to serve without compensation, except in cases of extreme public necessity. Better that the letter and spirit of the law inculcate the principle that every man be rewarded fairly for what he does for the public, because every one in this country is interested in the public business, and should contribute to it according to his ability.

The opinion expressed in former reports from this Department is still entertained, that provision should be made for supplying each district with a register substantially bound and properly ruled, and of sufficient size to include the registration of pupils at school for several years. I have not deemed myself authorized to incur so considerable an aggregate expense as would be requisite for this purpose, without your approval manifested by specific sanction.

For many years the law has made it the duty of trustees to procure such a book for their respective districts, but for the most part they have failed to do it. They have ventured the historical loss, and the contentions incident to their neglect, rather than pay what is truly an exorbitant price. The limited and precarious demand for a book of this peculiar form will not tempt manufacturers to supply the market at wholesale prices, and orders from trustees for single copies can only be filled each time at a rate which will not only indemnify the maker for his expenses in new machinery, materials and labor, but also yield a round additional profit as compensation for interruption of his regular business. But even were the retail price brought down to a reasonable status, it would still be difficult to find twenty or thirty thousand men to attend to a matter of this kind, without compensation for time or personal expenses. The experience of the last thirty years amply refutes the expectation, and if our schools are really to be con-



ducted with anything like system, by which the public mon may be properly apportioned and the facts preserved where the condition of public instruction may be determined in any gi year, the forms of registration must be prescribed by this Dep ment, and the necessary books supplied by the State.

It is certainly bad economy to suffer one hundred thousand lars to be expended by the trustees for any kind of necessary bo or school apparatus, when the same could be obtained for that sum by wholesale contract on the part of the State. By s a policy, more than half a million of dollars might be annu saved in the purchase of books, maps, globes, etc., for the us the school. Why has not this economic policy been adopted? answer is, that the aggregate of the appropriation requisite supply such books and apparatus to 12,000 school districts loomed so large as to deter legislative action.

The provision of law fixing the salary attached to the offic School Commissioner at \$500, ought to be amended. This is not sufficient, in these times, to pay a competent and faithful for a year's service; and School Commissioners are not absol from the necessity of food and clothing for themselves, and family which most of them have. Nor is it deemed unreason: to claim for them a salary which will keep them in good work condition, and encourage constant and zealous devotion to t important duties. Some of these officers, the value of whose vices to the public can not be measured by dollars and cents, I been compelled by the inadequacy of this salary, to resign office; while others equally meritorious, continue in it at a pers sacrifice of time and money, which nothing but true devotio the good work could induce them to make.

The Union Free School Law incorporated in the law to whi have referred, also meets with very general favor. Its importa may be inferred from the fact that many of the thickly popul districts are organized under its authority, and that there is a gr ing public sentiment in favor of free schools. Should you d it wise to offer to all of school age so great a boon as free inst tion, you can do so by amending a few sections of the general These sections were drawn in view of that sentiment, and in confident belief that, at the close of the war, the rate bill w be "weighed in the balance and found wanting."

It will be recollected that prior to the passage of that act boards of supervisors were annoyed almost every year by scl

district officers who had, in behalf of their districts, incurred expenses in defending suits instituted against them for acts performed in their official capacity, and which district meetings had refused to pay. The law of 1864 transferred the settlement of such accounts from the board of supervisors to the county judge, who is required to "examine into the matter and hear the proofs and allegations propounded by the parties, and to decide by *order* whether or no the accounts, or any or what portion thereof, ought justly to be charged upon the district; and his decision is final." I am more than gratified in being able to report that this transfer of authority has given very general satisfaction, and induced district officers to act more nearly in conformity to law. Comparatively few cases have been brought before the judges of the several counties. If the trustees present an equitable account for expenses legally incurred, the districts very generally order a tax to be levied to pay it; and thus disputes and contentions are avoided, which formerly occupied no inconsiderable time and attention of the boards of supervisors, often involving a large expense to the counties and to the parties interested.

Sections 66, 75, 78 of title 7, chapter 555, Laws of 1864, as amended by chapter 647, Laws of 1865, authorized the taxation of the shares owned by individual stockholders in National Banking Associations organized under the laws of Congress. Those parts of the sections above referred to, authorizing such taxation are copied from chapter 97, Laws of 1865, usually known as the "Enabling Act." They provide for the taxation of all shares, whether owned by residents or non-residents, in the town or ward where such bank is located. But there is no provision of law compelling the officers of such associations to furnish to assessors or district officers a list of the stockholders; and without such list it is frequently impossible for assessors and district officers to ascertain the names of stockholders, especially where they are non-residents, for the purposes of taxation. In many instances the officers of these banking associations positively refuse to furnish a list of the stockholders, and in this way a large amount of property, made taxable, escapes from the burden.

I would respectfully suggest the passage of such amendments to the present law as will make it the duty of the officers of these associations to furnish to assessors and school district officers, when required for the purposes of taxation, a list of all persons and corporations owning or holding stock in such banking association,

and the number of shares owned or held by each individual or body corporate, and imposing a penalty in case of refusal.

I consider the law further defective in that it provides, in case of the non-payment of the tax assessed against the shares of any non-resident stockholders, that such unpaid tax, with seven per cent in addition thereto, shall be a lien on any future dividends upon such stock. In many of these associations no dividends will be declared for years to come. Therefore the propriety of a law authorizing a sale of the stock upon which taxes shall remain unpaid for a certain length of time, is suggested.

I venture to suggest that section five of title one of the general school act be so amended that the Superintendent may be allowed to employ more than three clerks. With every step taken in the improvement of school houses, sites, teachers and schools, comes an increase of clerical labor in this Department, the proper performance of which, during the fall and winter months especially, demands a larger clerical force. The correspondence of this Department is believed to be greater than that of any other office in the State Hall; and the name of the duties which the law now prescribes for the Superintendent of Public Instruction is Legion, because they are many. The calls upon him to go into different parts of the State to settle school district difficulties, to encourage improvements in school houses and in the schools, and to attend and aid in the instruction of institutes and the examination of teachers, are more than he could respond to had he nothing else to do. Add to this, that he settles questions brought before him on appeal, the written decisions of which fill, annually, a large volume; that he is required to visit schools, to make appointments to Normal schools, to grant certificates, to apportion the school moneys, to prepare and furnish blanks for school officers, and to digest all returns; and you will perceive that three clerks, to whom he is now permitted to pay only *three thousand dollars*, are not sufficient.

In conclusion, I earnestly and hopefully invite your attention to the following recommendations:

First. That the general State tax for the support of schools be increased by the addition of one-fourth of a mill on every dollar of valuation, for the purpose of diminishing local or school district taxation for the same purpose.

Second. That every county that shall fail to pay its school tax into the State Treasury on or before the first day of March of each

---

## DOCUMENTS

ACCOMPANYING THE REPORT OF THE SUPER-  
INTENDENT OF PUBLIC INSTRUCTION.

---

TABLE 1.

MENT of the State Tax of Three-fourths of a Mill, levied  
, by chap. 180 of the Laws of 1856, according to the valua-  
the Real and Personal Estate, and in 1865, as equalized  
State Assessors.

ES.	In 1860.		In 1865.	
	Valuation.	Amount of tax.	Valuation.	Amount of tax.
.....	\$39,044,732	\$29,283 55	\$43,706,396	\$32,779 80
.....	8,035,120	6,026 34	8,041,047	6,030 78
.....	8,391,423	6,293 57	8,082,711	6,062 03
.....	6,620,148	4,965 11	7,855,045	5,891 28
.....	19,214,844	14,411 13	20,743,701	15,557 77
.....	14,270,102	10,702 58	14,579,488	10,934 62
.....	6,472,762	4,864 57	7,847,230	5,885 42
.....	10,500,000	7,875 00	10,841,168	8,130 88
.....	6,727,775	4,296 83	6,747,262	4,310 45
.....	16,365,430	13,774 07	21,653,861	16,240 40
.....	6,165,923	4,624 44	5,894,931	4,421 20
.....	8,210,352	6,157 77	9,115,854	6,836 89
.....	29,979,280	22,484 46	32,387,534	24,290 65
.....	47,251,841	35,438 88	47,614,230	35,710 67
.....	3,824,027	2,868 02	3,948,238	2,961 18
.....	4,149,270	3,111 95	4,433,136	3,324 85
.....	4,054,412	3,040 81	4,123,242	3,092 43
.....	11,650,136	8,737 61	14,088,179	10,566 13
.....	7,950,084	6,962 56	7,585,564	5,689 18
.....	470,333	352 75	509,286	381 96
.....	10,144,567	7,609 43	11,062,070	8,296 55
.....	15,935,769	11,951 83	16,178,456	12,133 84
.....	106,296,591	79,721 69	122,912,918	92,184 69
.....	4,495,200	3,371 40	4,538,719	3,404 04
.....	14,306,555	10,729 91	15,509,608	11,632 21
.....	11,072,782	8,304 58	12,444,430	9,333 32
.....	26,732,076	20,049 06	30,024,998	22,518 75
.....	7,354,077	5,515 56	8,847,755	6,635 82
.....	550,078,778	412,559 09	622,595,040	466,946 28
.....	12,823,822	9,617 86	14,652,746	10,989 56
.....	25,639,379	19,229 54	25,674,054	19,255 54
.....	28,350,128	21,262 60	28,424,497	21,318 37
.....	16,445,575	12,334 18	18,106,122	13,579 69
.....	24,525,254	18,393 94	27,833,694	20,875 27
.....	9,682,749	7,262 06	10,426,527	7,819 90
.....	14,254,368	10,690 77	14,606,454	10,954 84
.....	12,072,302	9,054 23	12,292,748	9,219 56
.....	6,144,055	4,585 54	5,578,282	4,183 71
.....	21,343,083	16,007 31	21,406,735	16,055 05
.....	26,278,926	19,709 19	29,481,008	22,110 76
.....	9,728,402	7,296 30	6,540,500	4,905 37
.....	5,440,260	4,080 20	5,934,996	4,451 25
.....	15,633,359	11,725 02	15,310,757	11,483 07
.....	12,048,356	9,036 27	12,362,200	9,271 65
.....	5,602,786	4,202 09	5,908,080	4,431 06
.....	6,850,681	5,138 01	6,342,051	4,756 54
.....	4,280,723	3,210 54	4,951,143	3,713 33

TABLE 1—Continued.

COUNTIES.	In 1860.		In 1865.	
	Valuation.	Amount of tax.	Valuation.	Amount of tax.
Seneca .....	\$8,159,547	\$6,119 66	\$10,802,676	\$7,727 01
Steuben .....	13,991,732	10,493 80	13,478,267	10,103 71
Suffolk .....	12,050,506	9,037 38	9,077,986	6,803 50
Sullivan .....	4,132,995	3,099 75	4,020,380	3,015 28
Tioga .....	5,848,318	4,383 24	5,881,905	4,411 43
Tompkins .....	7,874,265	5,905 70	8,011,892	6,003 92
Ulster .....	15,567,658	11,675 74	14,436,139	10,827 10
Warren .....	2,519,380	1,889 53	2,351,312	1,763 48
Washington .....	15,331,105	11,498 33	16,307,065	12,230 30
Wayne .....	13,887,157	10,415 37	15,638,167	11,766 12
Westchester .....	41,012,725	30,759 55	45,797,919	34,343 44
Wyoming .....	7,750,822	5,813 12	8,714,304	6,553 73
Yates .....	7,293,708	5,470 28	8,066,982	6,050 23
Totals .....	\$1,419,297,520	\$1,064,473 15	\$1,550,879,685	\$1,163,159 76

TABLE 2.

ENT showing the amount of School Tax paid by each  
the amount of such Tax received back, the amount of  
Common School Fund, and the total amount received by  
county.

ES.	School tax paid.	School tax re- ceived.	Common School Fund received.	Total amount received.
.....	\$32,779 80	\$29,138 98	\$7,696 71	\$36,835 69
.....	6,030 78	14,093 00	3,011 72	17,104 72
.....	6 062 03	13,035 37	2,798 38	15,833 75
.....	5,891 28	14,804 50	3,179 27	17,983 77
.....	15,557 77	17,479 06	3,822 26	21,301 32
.....	10,934 62	19,250 58	4,168 26	23,418 84
.....	5,885 42	9,834 28	2,158 68	11,992 96
.....	8,130 88	14,445 58	3,048 29	17,493 87
.....	4,310 45	13,663 58	3,018 77	16,682 35
.....	16,240 40	13,674 51	3,009 03	16,683 54
.....	4,421 20	9,047 95	1,920 61	10,968 56
.....	6,836 89	16,292 47	3,414 64	19,707 11
.....	24,290 65	18,822 02	4,190 36	23,012 38
.....	35,710 67	43,749 44	10,805 12	54,554 56
.....	2,961 18	9,917 02	2,125 86	12,042 88
.....	3,324 85	9,722 99	2,085 15	11,808 14
.....	3,092 43	7,493 11	1,647 49	9,140 60
.....	10,566 13	9,769 04	2,137 28	11,906 32
.....	5,689 17	10,419 84	2,256 84	12,676 68
.....	381 96	1,218 14	248 69	1,466 83
.....	8,296 55	12,598 60	2,740 42	15,339 02
.....	12,133 84	22,420 59	4,830 46	27,251 05
.....	92,184 69	73,662 50	20,199 70	93,862 20
.....	3,404 04	10,145 83	2,153 86	12,299 69
.....	11,632 21	11,803 59	2,580 02	14,383 61
.....	9,333 32	14,073 99	3,043 63	17,117 62
.....	22,518 75	28,576 57	6,937 54	35,514 11
.....	6,635 82	9,258 78	2,052 36	11,311 14
.....	466,946 28	190,425 28	51,854 76	242,280 04
.....	10,989 56	14,675 01	3,244 89	17,919 90
.....	19,255 54	31,886 91	6,987 14	38,874 05
.....	21,318 37	27,894 71	6,657 86	34,552 57
.....	13,579 59	13,749 87	2,999 23	16,749 10
.....	20,875 27	18,853 31	4,267 22	23,120 53
.....	7,819 90	8,847 60	1,940 41	10,788 01
.....	10,954 84	23,747 88	5,200 02	28,947 90
.....	9,219 56	17,125 76	3,658 96	20,784 72
.....	4,183 71	4,276 75	952 60	5,229 35
.....	16,055 05	14,762 12	3,385 17	18,147 29
.....	22,110 76	24,358 64	5,978 18	30,336 82
.....	4,905 37	6,575 42	1,541 98	8,117 40
.....	4,451 25	5,148 95	1,188 77	6,337 72
.....	11,483 07	27,603 80	5,935 45	33,539 25
.....	9,271 65	15,541 85	3,403 50	18,945 35
.....	4,431 06	5,940 43	1,327 01	7,267 44
.....	4,756 54	11,464 68	2,461 05	13,925 73
.....	3,713 36	6,306 41	1,355 12	7,661 53
.....	7,727 01	8,300 07	1,832 11	10,132 18
.....	10,108 71	22,346 43	4,813 96	27,160 39
.....	6,808 50	12,162 27	2,716 27	14,878 54
.....	3,015 28	10,452 51	2,277 30	12,729 81

TABLE 2—Continued.

COUNTIES.	School tax paid.	School tax received.	Common School Fund received.	Total amount received —	Not
Tioga .....	\$4,411 43	\$9,316 42	\$2,015 13	11,331	55
Tompkins .....	6,008 92	10,149 26	2,195 50	12,344	76
Ulster .....	10,827 10	20,954 72	4,708 71	25,663	43
Warren .....	1,763 48	7,482 96	1,597 10	9,080	06
Washington .....	12,230 30	15,070 01	3,269 51	18,339	52
Wayne .....	11,766 12	15,363 37	3,338 25	18,701	62
Westchester .....	34,348 44	26,270 45	6,986 85	32,257	30
Wyoming .....	6,535 73	10,381 51	2,226 11	12,607	62
Yates .....	6,050 23	6,505 88	1,402 48	7,908	36
Indians .....	.....	1,714 47	.....	1,714	47
Balance of Contingent Fund .....	.....	1,932 38	.....	1,932	38
Balance not appropriated by Legislature, .....	.....	37,159 76	.....	37,159	76
Totals .....	\$1,163,159 76	\$1,163,159 76	\$264,000 00	\$1,427,159 76	76



## SUPERINTENDENT OF PUBLIC INSTRUCTION.

63

COUNTIES.	Population.	Number of teachers employed for twenty-eight weeks.	APPORTIONMENT FOR TEACHERS' WAGES.		Libraries.	Total.
			District quotas.	According to population.		
Albany, towns.....	52,891	173	\$4,894 17	\$12,126 22	\$760 00	\$17,780 39
city.....	62,613	99	2,800 71	15,354 89*	899 70	19,055 30
Allegany.....	40,285	257	7,270 53	9,255 33†	578 86	17,104 72
Broome.....	37,933	233	6,591 57	8,697 11	545 07	15,833 75
Cattaraugus.....	43,158	264	7,468 56	9,895 07	620 14	17,983 77
Cayuga, towns.....	43,163	244	6,902 76	9,896 17	620 22	17,419 15
Auburn.....	12,567	29	820 41	2,881 18	180 58	3,482 17
Chautauqua.....	58,499	324	9,165 96	13,412 30	840 58	23,418 84
Chemung, towns.....	18,793	116	3,281 64	4,308 78	270 04	7,860 46
Elmira.....	13,130	33	933 57	3,010 26	188 67	4,132 50
Chenango.....	38,360	288	8,147 52	8,793 15	551 20	17,493 87
Clinton.....	45,713	198	5,544 84	10,480 65	656 86	16,682 35
Columbia, towns.....	37,074	186	5,261 94	8,500 05	532 72	14,294 71
Hudson.....	7,831	17	480 93	1,795 38	112 52	2,388 83
Cortland.....	24,815	174	4,922 46	5,689 53	356 57	10,968 56
Delaware.....	41,638	338	9,562 02	9,546 79	598 30	19,707 11
Dutchess, towns.....	49,119	216	6,110 64	11,261 56	705 80	18,078 00
Poughkeepsie.....	16,073	36	1,018 44	3,684 98	230 96	4,934 38
Erie, towns.....	61,563	288	8,147 52	14,114 66	884 61	23,146 79
Buffalo.....	94,502	261	7,383 69	22,666 17*	1,357 91	31,407 77
Essex.....	28,644	179	5,063 91	6,567 38	411 59	12,042 88
Franklin.....	28,145	175	4,950 75	6,452 97	404 42	11,808 14
Fulton.....	24,512	112	3,168 48	5,619 90	352 22	9,140 60
Genesee.....	31,219	152	4,300 08	7,157 65	448 59	11,908 32
Greene.....	31,710	173	4,930 75	7,270 38	455 65	12,676 86
Hamilton.....	2,653	29	820 41	608 30	38 12	1,466 83
Herkimer.....	39,154	205	5,799 45	8,976 96	562 61	15,339 02
Jefferson.....	66,448	391	11,061 39	15,234 86	964 80	27,251 05
Kings, towns.....	14,712	24	678 96	3,372 93	211 40	4,263 29
Brooklyn.....	296,112	511	14,458 19	70,882 84*	4,254 88	89,598 91
Lewis.....	27,840	195	5,516 55	6,383 10	400 64	12,299 69

TABLE 3—Continued.

COUNTIES.	Population.	Number of teachers employed for twenty-eight weeks.	APPORTIONMENT FOR TEACHERS' WAGES.		Libraries.	Total.
			District quotas.	According to population.		
Livingston.....	37,655	185	\$5,233 65	\$8,610 33	\$539 63	\$14,383 61
Madison.....	42,506	239	6,761 31	9,745 53	610 78	17,117 62
Monroe, towns.....	53,295	232	6,583 28	12,218 99	765 80	19,548 07
Rochester.....	50,940	108	3,055 32	12,178 76*	731 96	15,866 04
Montgomery.....	31,447	129	3,849 41	7,209 86	451 87	11,311 14
New York.....	726,386	2,008	56,806 32	175,036 17*	10,437 55	242,280 04
Niagara.....	49,283	209	6,912 61	11,299 14	708 15	17,919 90
Oneida, towns.....	78,973	409	11,570 61	18,106 38	1,134 77	30,811 76
Oneida, Utica.....	23,698	51§	2,291 49	5,430 45	340 35	8,062 29
Onondaga, towns.....	61,188	304	8,600 16	14,028 73	879 22	23,508 11
Onondaga, Syracuse.....	31,784	99	2,800 71	7,787 04*	456 71	11,044 46
Ontario.....	43,316	219	6,195 51	9,931 18	622 41	16,749 10
Orange.....	70,165	213	6,025 77	16,086 55	1,008 21	23,120 53
Orleans.....	28,603	135	3,819 15	6,557 86	411 00	10,788 01
Oswego, towns.....	56,912	306	8,656 74	13,048 42	817 78	22,522 94
Oswego, city.....	19,288	61	1,725 69	4,422 12	277 15	6,424 96
Otsego.....	48,616	316	8,939 64	11,146 51	698 57	20,784 72
Putnam.....	14,845	57	1,612 53	3,403 51	213 31	5,229 35
Queens.....	57,997	142	4,017 18	13,296 74	833 37	18,147 29
Rensselaer, towns.....	48,917	194	5,488 26	11,215 20	702 90	17,406 36
Rensselaer, Troy.....	39,293	101	2,857 29	9,508 56*	564 61	12,930 48
Richmond.....	28,209	44	1,244 76	6,467 30	405 34	8,117 40
Rockland.....	20,788	45	1,273 05	4,765 96	298 71	6,337 72
St. Lawrence.....	80,994	488	13,805 52	18,569 92	1,163 81	33,539 25
Saratoga.....	49,892	240	6,789 60	11,438 84	716 91	18,945 35
Schenectady, towns.....	10,203	48	1,357 92	2,339 26	146 61	3,843 79
Schenectady, city.....	10,655	29	820 41	2,449 71	153 53	3,423 65
					120 02	13,695 73

Tioga.....	28,163	158	4,469 82	6,457 05	404 68	11,831 55
Tompkins.....	30,696	172	4,865 88	7,037 80	441 08	12,344 76
Ulster.....	75,609	256	7,242 24	17,334 75	1,086 44	25,663 43
Warren.....	21,128	139	3,932 31	4,844 16	303 59	9,080 08
Washington.....	46,244	250	7,072 50	10,602 53	664 49	18,339 52
Wayne.....	47,498	252	7,129 08	10,890 03	682 51	18,701 62
Westchester.....	101,187	267	7,553 43	23,249 76†	1,454 11	32,257 30
Wyoming.....	30,053	187	5,290 23	6,885 84	431 55	12,607 62
Yates.....	19,398	113	3,196 77	4,433 72	277 87	7,908 36
Indiana.....	4,134	25	.....	.....	.....	1,714 47
Salaries School Commissioners.....	\$1,714 47	.....	.....	.....	.....	56,000 00
Balance of Contingent Fund.....	1,932 38†	.....	.....	.....	.....	1,932 38
	\$59,646 85	3,631,777	15,503	\$438,721 32	\$892,631 83	\$55,000 00
						\$1,446,000 00

\* This includes amount apportioned for support of schools in cities on account of supervision.

† This includes \$18.94 apportioned to separate neighborhood.

‡ This includes 48.68 apportioned to two separate neighborhoods. § By special act Utica is entitled to eighty-one "district quotas."

¶ The sum of \$67.62 apportioned to the three separate neighborhoods above referred to was taken from this fund.

### Supplementary Apportionments.

Supplementary apportionments of "district quotas" have been paid during the past fiscal year to several counties, as follows:

Allegany.....	\$55 40	Orange.....	\$55 40
Broome.....	27 70	Orleans.....	83 10
Cattaraugus.....	55 40	Oswego.....	110 80
Chenango.....	73 87	Putnam.....	55 40
Clinton.....	27 70	Rensselaer.....	13 85
Columbia.....	27 70	St. Lawrence.....	55 40
Delaware.....	27 70	Seneca.....	55 40
Essex.....	55 40	Steuben.....	69 25
Hamilton.....	27 70	Sullivan.....	27 70
Livingston.....	110 80	Tioga.....	83 10
Madison.....	55 40	Westchester.....	110 80
Oneida.....	27 70		
Onondaga.....	55 40		
			<u>\$1,348 07</u>

TABLE No. 4.

*Abstract of the Statistical Reports of the School Commissioners of the State of New York, for the year ending September 30, 1865.*

COUNTIES.	Number of districts.	No. of teachers employed at the same time for 28 weeks.	No. of children between 5 and 21 years of age residing in dist., Sept. 30, 1865.	TIME SCHOOL WAS KEPT.				TEACHERS.					NO. OF CHILDREN ATTENDING SCHOOL DURING THE YEAR.					
				No. of free schools.	No. of private schools.	No. of pupils attending private schools.	Whole time.		By qualified teachers.		Licensed by—			Males.	Females.	Total.		
							Weeks.	Days.	Weeks.	Days.	Local officers.	State Supt.	Normal school.					
Albany .....	176	272	41,333	38	99	5,913	6,643	...	6,641	...	339	14	56	116	293	20,059	396	20,455
Allegany .....	266	257	14,356	2	25	555	7,393	1	7,391	1	507	4	1	39	473	10,628	308	10,936
Broome .....	213	233	13,040	9	13	838	6,102	3	6,101	2	415	9	1	50	375	9,827	305	10,132
Cattaraugus .....	267	264	15,393	...	8	182	7,491	...	7,483	...	548	2	1	65	486	12,451	633	13,084
Cayuga .....	246	273	18,362	7	8	344	7,977	1	7,959	3	505	18	3	116	410	13,795	496	14,291
Chautauqua .....	301	324	20,121	3	16	338	8,697	2	8,612	4	659	18	3	95	585	14,759	720	15,479
Chemung .....	115	149	10,627	...	8	549	3,607	...	3,607	...	262	7	7	31	245	7,873	171	8,044
Chenango .....	283	288	12,690	...	19	327	8,371	2	8,343	...	589	10	1	129	471	10,920	511	10,531
Clinton .....	198	186	18,386	...	17	417	6,742	...	6,742	...	399	4	2	57	348	11,008	263	11,871
Columbia .....	194	203	15,871	5	26	1,279	6,700	1	6,696	1	349	12	1	83	279	9,615	213	9,828
Cortland .....	181	174	8,140	...	3	99	5,292	1	5,275	1	342	6	...	47	301	6,233	296	6,529
Delaware .....	341	338	14,889	...	13	215	10,415	4	10,415	4	643	6	1	84	566	11,784	244	12,028
Dutchess .....	207	232	22,329	19	54	1,302	7,555	2	7,555	2	377	16	4	80	317	11,902	345	12,247
Erie .....	329	549	49,154	35	83	7,191	10,269	2	10,247	2	777	33	12	109	713	31,555	822	32,077
Essex .....	199	179	10,442	1	16	471	5,238	1	5,225	1	342	9	2	39	314	7,604	373	7,977
Franklin .....	172	175	11,888	2	7	165	4,320	4	4,289	3	319	...	...	45	274	7,743	413	8,156
Fulton .....	115	112	8,966	...	10	190	3,541	1	3,541	1	224	18	1	70	173	5,849	218	6,067
Saratoga .....	112	112	8,966	...	10	190	3,541	1	3,541	1	224	18	1	70	173	5,849	218	6,067

Lewis.....	197	105	10,888	1	107	5,545	4	5,545	4	343	1	3	35	315	7,376	315	7,581	
Lincoln.....	192	185	12,630	2	16	626	1	6,703	1	354	3	5	64	324	8,221	324	8,101	
Madison.....	235	239	14,669	1	21	303	7,133	7,133	1	466	13	5	63	421	10,167	599	10,101	
Manitowish.....	245	340	38,310	17	41	2,445	8,069	8,069	2	207	19	4	101	453	21,254	715	21,963	
Monroe.....	129	129	11,503	7	2	445	4,233	4,233	2	207	29	1	188	149	7,390	190	7,580	
Montgomery.....	105	2,008	275,000	193	.....	.....	4,725	4,725	.....	1,800	190	18	200	1,808	191,542	.....	191,542	
New York.....	165	209	17,535	8	18	925	5,305	5,305	.....	5,305	10	3	82	299	12,324	542	12,866	
Niagara.....	403	403	35,366	25	63	1,479	9,686	9,686	4	809	12	5	154	672	23,355	669	24,024	
Onondaga.....	206	403	32,460	17	29	2,049	9,686	9,686	.....	658	28	15	96	605	21,701	672	22,373	
Ontario.....	202	219	14,306	2	17	374	6,348	6,348	3	289	10	2	72	229	10,100	275	10,375	
Orange.....	191	213	24,701	1	16	514	6,509	6,509	3	354	7	15	85	291	13,534	655	14,189	
Orleans.....	129	135	9,927	.....	11	330	4,092	4,092	3	266	5	2	72	201	6,500	281	6,781	
Oswego.....	310	367	28,790	26	11	152	9,330	9,330	4	627	17	44	96	592	21,237	597	21,834	
Otsego.....	330	316	16,408	.....	16	380	10,113	10,113	2	630	11	2	116	527	12,384	191	12,575	
Putnam.....	62	57	4,669	.....	22	591	2,012	2,012	.....	102	4	5	28	81	2,900	232	3,132	
Queens.....	80	142	20,046	21	67	1,534	3,227	3,227	4	3,224	2	18	60	149	10,553	347	10,400	
Rensselaer.....	197	295	30,697	32	51	3,476	6,504	6,504	.....	430	29	13	94	378	17,865	414	18,279	
Rockland.....	23	44	9,718	9	36	764	855	855	2	50	5	1	22	34	4,107	187	4,294	
Rockland.....	42	45	7,624	4	18	590	1,502	1,502	.....	65	1	3	25	44	3,635	96	3,731	
St. Lawrence.....	470	488	30,815	16	49	1,433	13,417	13,417	.....	985	.....	1	129	857	24,091	646	24,737	
Saratoga.....	229	240	17,652	2	36	670	7,390	7,390	1	434	12	4	85	365	11,496	319	11,815	
Schenectady.....	62	77	6,401	8	5	125	2,102	2,102	.....	109	11	6	35	91	4,315	108	4,323	
Schoharie.....	207	205	12,527	.....	9	138	6,063	6,063	.....	356	10	2	125	273	9,555	295	9,850	
Schuyler.....	113	112	6,395	1	10	235	3,572	3,572	3	232	2	.....	45	189	4,740	152	4,892	
Seneca.....	110	120	9,914	3	13	276	3,483	3,483	3	197	17	.....	42	172	6,590	152	6,842	
Steuben.....	375	390	24,956	1	32	812	10,782	10,782	2	782	4	.....	99	687	18,357	631	19,008	
Suffolk.....	155	158	13,970	7	27	1,122	4,937	4,937	1	4,906	6	4	80	200	8,605	268	8,873	
Sullivan.....	176	168	12,829	.....	17	330	5,575	5,575	4	5,553	3	330	1	47	284	8,793	322	9,115
Tioga.....	156	158	9,759	.....	17	885	4,466	4,466	3	296	.....	4	38	264	7,329	270	7,599	
Tompkins.....	161	172	10,316	1	15	491	5,062	5,062	4	5,011	4	2	38	262	7,617	322	7,939	
Ulster.....	221	256	28,349	22	39	1,001	8,076	8,076	2	8,076	2	333	78	287	17,151	489	17,640	
Warren.....	141	139	8,001	.....	14	242	3,951	3,951	.....	208	4	1	28	245	5,926	125	6,051	
Washington.....	245	250	15,505	3	34	734	7,408	7,408	3	471	17	3	91	400	11,161	369	11,530	
Wayne.....	225	252	16,506	3	19	408	7,029	7,029	.....	6,982	2	437	96	380	12,139	586	12,725	
Westchester.....	133	267	33,568	65	112	2,519	5,604	5,604	4	5,607	3	314	17	14	80	265	19,584	
Wyoming.....	182	187	10,341	3	6	255	5,328	5,328	3	386	3	3	51	319	7,521	380	7,901	
Yates.....	104	113	6,470	2	9	357	3,240	3,240	4	3,240	4	6	46	162	4,780	167	4,947	
Total in State...	11,780	15,478	1,398,759	734	1,481	54,345	368,588	368,588	.....	368,003	.....	797	328	4,452	895,448	21,169	916,617	

TABLE No. 4—Continued.

CITIES.	Number of districts.	No. of licensed teachers employed at the same time for 28 weeks.	No. of children between 5 and 21 years of age residing in dist., Sept. 30, 1895.	No. of free schools.	No. of private schools.	No. of pupils attending private schools.	TIME SCHOOL WAS KEPT.				TEACHERS.				NO. OF CHILDREN ATTENDING SCHOOL DURING THE YEAR.		
							Whole time.		By qualified teachers.		Licensed by—						
							Weeks.	Days.	Weeks.	Days.	Local officers.	State Supt.	Normal school.	Males.			Females.
							Residing in the district.	Residing in other district.	Total.								
Albany .....	17	99	21,950	17	80	5,000	731	....	731	....	51	1	48	16	84	9,092	9,092
Auburn .....	5	29	4,005	5	2	210	220	....	220	....	21	6	2	5	24	2,660	2,660
Hudson .....	5	17	2,723	5	7	448	215	....	215	....	13	3	1	4	13	1,411	1,411
Poughkeepsie .....	5	36	5,325	10	6	400	210	....	210	....	36	....	....	4	32	2,504	2,504
Buffalo .....	35	261	26,000	35	48	5,818	1,435	....	1,435	....	236	20	5	30	231	17,126	17,126
Brooklyn .....	40	511	108,099	96	45	2,150	1,760	....	1,760	....	511	23	5	33	506	52,896	52,896
Rochester .....	17	108	20,057	17	20	1,900	714	....	714	....	98	10	1	17	92	9,184	9,184
New York .....	105	2,008	275,000	193	....	....	4,725	....	4,725	....	1,800	190	18	200	1,808	191,542	191,542
Utica .....	14	51	8,137	22	15	1,000	560	....	560	....	47	2	2	7	44	3,238	3,238
Syracuse .....	15	99	11,356	14	17	1,800	600	....	600	....	98	9	6	7	106	6,434	6,434
Oswego .....	12	61	7,774	23	3	....	504	....	504	....	23	....	38	8	53	5,124	5,124
Troy .....	13	101	13,683	29	19	2,738	546	....	546	....	93	2	6	6	95	7,366	7,366
Schenectady .....	8	29	2,900	8	5	125	320	....	320	....	21	4	4	5	24	1,979	1,979
Totals in cities....	291	3,410	507,009	474	267	21,589	12,540	....	12,540	....	3,048	270	136	342	3,112	310,556	310,556
Tot. in rural dist's	11,489	12,068	891,750	260	1,214	32,756	356,048	....	355,463	....	22,296	727	192	4,110	18,905	584,892	606,061

TABLE No. 4—Continued.

COUNTIES.	AVERAGE DAILY ATTENDANCE DURING THE YEAR.				WHOLE NO. DAYS' ATTENDANCE AT SCHOOL DURING THE YEAR.				DISTRICT LIBRARIES.				SCHOOL HOUSES.				Value of school house and lot.
	Of children residing in the dist.	Of children residing in other dis- tricts.	Total.	Of children residing in the dist.	Of children residing in other dis- tricts.	Total.	No. of inspectors by commissioner.	No. of vols. in district library.	Value of li- brary.	District has case for li- brary.	Log.	Frame.	Brick.	Stone.	Total.		
Albany.....	8,601,886	109,729	8,711,615	1,512,150	12,685	1,524,835	221	24,155	\$18,049	126	....	125	45	7	177	\$204,653	
Allegany.....	4,929,577	113,523	5,043,100	722,826	17,443	740,269	302	18,067	8,731	157	4	251	....	....	255	79,691	
Broome.....	4,647,872	86,104	4,733,976	752,330	16,038	768,368	303	15,490	8,337	136	....	207	6	....	213	73,801	
Cattaraugus.....	5,921,683	135,792	6,057,475	779,622	21,438	801,060	222	19,086	9,480	167	7	252	2	....	261	84,591	
Cayuga.....	6,851,409	154,100	7,005,509	1,270,378	25,312	1,295,690	455	25,776	12,442	202	....	201	20	14	244	153,733	
Chautauqua.....	6,341,264	211,806	6,553,070	1,015,812	31,695	1,047,507	323	26,652	13,235	253	3	289	4	1	297	136,454	
Chemung.....	3,524,062	100,955	3,625,017	646,680	21,791	667,471	144	9,700	3,917	73	3	116	2	....	121	72,201	
Chenango.....	4,708,633	142,721	4,851,354	694,027	22,333	716,360	338	22,057	11,788	218	1	280	....	....	283	81,326	
Clinton.....	4,389,177	77,149	4,466,326	617,566	11,359	628,955	284	17,205	9,047	120	30	101	48	20	199	59,954	
Columbia.....	4,111,449	50,967	4,162,416	773,552	9,861	783,393	388	19,585	10,415	122	....	174	12	....	186	83,347	
Cortland.....	2,841,204	93,404	2,934,608	433,705	6,210	441,915	361	14,219	5,151	121	....	170	4	4	178	42,729	
Delaware.....	5,182,672	76,149	5,258,821	584,892	11,577	596,469	380	24,934	9,146	215	4	331	....	....	339	76,074	
Dutchess.....	5,634,774	92,969	5,727,743	1,007,164	17,782	1,024,946	450	33,336	19,336	179	....	196	9	....	205	147,478	
Erie.....	14,009,984	163,256	14,173,240	2,561,407	25,001	2,586,408	514	45,834	29,850	211	5	254	64	4	327	383,935	
Essex.....	2,997,216	97,381	3,094,597	467,541	15,134	482,675	311	15,776	6,937	112	11	149	18	3	181	46,943	
Franklin.....	2,886,332	83,763	2,970,095	448,726	12,361	461,087	333	9,363	5,393	85	26	109	20	16	171	47,549	
Fulton.....	2,335,252	52,901	2,388,153	368,578	9,597	393,175	211	10,506	4,527	89	....	114	2	....	116	44,674	
Genesee.....	3,420,556	34,800	3,455,356	567,536	1,147	568,683	275	15,710	6,560	111	....	116	7	23	148	67,416	
Greene.....	3,161,034	121,655	3,282,689	563,964	21,638	585,602	328	17,462	7,266	114	....	152	8	5	155	51,277	
Hamilton.....	289,779	10,688	299,467	41,252	1,625	42,877	45	1,216	594	10	4	26	....	....	30	5,734	
Herkimer.....	3,945,078	106,316	4,051,394	690,214	17,046	707,260	383	19,585	9,350	157	....	161	14	14	189	88,685	
Jefferson.....	7,617,738	142,234	7,759,972	1,221,454	23,371	1,244,825	493	35,996	14,595	257	12	300	10	45	367	139,296	
Kings.....	23,557,461	22,368	23,579,829	5,171,617	4,700	5,176,317	63	39,996	8,300	13	....	40	14	....	54	1,631,900	
Lewis.....	3,214,684	65,291	3,279,975	486,377	9,682	496,059	357	13,468	5,977	118	12	158	5	9	184	49,447	
Livingston.....	3,927,945	136,427	4,064,372	683,105	22,391	705,496	366	20,762	10,157	155	4	168	13	4	189	93,235	
Madison.....	4,612,775	224,648	4,837,423	756,533	39,794	796,327	438	25,942	10,556	191	....	223	4	6	233	94,827	

TABLE No. 4—Continued.

COUNTIES.	AVERAGE DAILY ATTENDANCE DURING THE YEAR.				WHOLE NO. DAYS' ATTENDANCE AT SCHOOL DURING THE YEAR.				No. of inspections by commissioner.				DISTRICT LIBRARIES.					SCHOOL HOUSES.					Value of school house and lot.
	Of children residing in the dist.	Of children residing in other districts.	Total.	Of children residing in the dist.	Of children residing in other districts.	Total.	No. of vols. in district library.	Value of library.	District has case for library.	Log.	Frame.	Brick.	Stone.	Total.									
Monroe.....	10,600,945	216,088	10,817,033	2,010,059	38,310	2,048,369	411	34,031	\$17,700	175	2	134	65	42	243	\$256,008							
Montgomery.....	3,085,878	48,203	3,134,081	584,658	9,780	594,438	248	14,176	6,393	91	...	104	11	4	119	59,877							
New York.....	79,289,000	.....	79,289,000	17,840,025	.....	17,840,025	.....	7,009	2,000	.....	...	7	98	...	105	2,318,411							
Niagara.....	5,293,606	195,892	5,489,498	948,265	30,529	984,794	346	30,980	15,500	133	6	91	36	41	174	136,077							
Oneida.....	10,335,794	209,230	10,545,024	1,769,184	33,997	1,804,181	697	48,168	28,046	207	2	355	25	13	395	225,071							
Onondaga.....	11,338,330	188,893	11,527,223	2,044,306	32,306	2,076,612	522	38,338	18,160	293	...	221	44	32	297	261,485							
Ontario.....	4,724,833	96,317	4,821,150	838,402	16,642	855,044	371	21,810	11,751	163	...	143	39	19	201	101,755							
Orange.....	5,451,909	140,472	5,592,381	1,019,128	23,880	1,043,008	296	32,871	22,778	124	...	153	15	16	184	131,543							
Orleans.....	3,083,883	121,801	3,205,684	489,022	20,401	509,423	173	12,416	5,462	95	...	93	9	29	131	70,710							
Oswego.....	10,213,000	168,681	10,381,681	1,746,856	27,190	1,774,076	497	27,130	13,414	215	1	280	18	7	306	215,856							
Otsego.....	5,918,580	49,236	5,967,816	945,436	7,866	953,302	301	28,187	12,757	226	1	303	1	15	320	84,499							
Putnam.....	1,196,959	69,312	1,266,271	219,716	11,063	230,779	107	7,199	2,809	38	...	53	6	...	59	20,020							
Queens.....	3,931,430	122,895	4,054,325	872,031	24,622	896,653	295	22,257	12,454	64	...	78	2	...	80	103,819							
Rensselaer.....	7,587,498	130,540	7,718,038	1,443,977	22,832	1,466,809	335	26,071	12,986	45	1	160	36	1	193	235,195							
Richmond.....	1,738,217	63,566	1,801,783	312,375	12,644	325,019	64	6,595	3,971	18	...	15	6	1	22	42,925							
Rockland.....	1,416,883	23,251	1,440,134	276,629	5,116	281,745	81	8,401	3,845	38	...	37	3	1	41	25,040							
St. Lawrence.....	10,325,988	197,926	10,523,914	1,576,306	29,194	1,605,500	707	39,250	17,344	302	40	365	40	26	471	159,972							
Saratoga.....	4,800,682	90,060	4,890,742	834,801	15,459	850,270	1,007	25,453	10,982	175	1	193	24	4	232	83,943							
Schenectady.....	2,012,181	35,672	2,047,853	377,293	4,532	381,825	111	8,481	6,865	49	...	44	14	3	61	58,163							
Schoharie.....	3,096,321	93,472	3,189,793	695,761	15,885	711,646	343	18,798	8,325	138	3	197	1	4	203	54,780							



Tompkins.....	3,484,048	95,410	3,579,458	596,518	35,160	1,505,618	318	12,332	5,548	117	154	4	3	161	62,476
Ulster.....	7,026,494	138,595	7,165,089	1,404,338	5,760	1,505,618	318	12,332	5,548	117	154	4	3	223	121,809
Warren.....	2,910,250	58,572	2,968,822	498,138	6,123	1,505,618	318	12,332	5,548	117	154	4	3	131	39,035
Washington.....	103,974	163,974	5,014,228	806,706	17,133	823,839	344	27,459	11,460	204	180	54	4	238	88,037
Wayne.....	5,225,239	171,557	5,396,796	892,045	33,147	925,192	274	22,226	10,169	177	143	58	219	118,905	
Westchester.....	8,516,236	230,246	8,746,482	1,784,555	45,302	1,829,857	237	34,982	22,714	132	137	20	4	161	280,055
Wyoming.....	3,483,197	119,076	3,602,273	537,131	17,364	549,495	328	18,736	9,484	152	178	3	2	184	66,176
Yates.....	2,342,551	97,899	2,440,450	387,654	19,982	406,936	167	10,312	5,001	84	90	11	4	105	56,235
Total in State..	389,143,857	6,473,167	395,617,024	72,312,589	1,089,160	73,401,749	18,760	1,269,125	\$819,632	7,980	202	9,874	1,010	532	11,618
CITIES.															
Albany.....	4,359.		4,359.	937,185		937,185		5,750	\$9,625		1	16		17	\$95,000
Auburn.....	1,974.		1,974.	434,280		434,280		2,840	3,000			5		5	50,000
Hudson.....	1,750.		1,750.	161,250		161,250		2,650	2,655		1	4		5	15,000
Poughkeepsie ..	1,024.		1,024.	215,040		215,040		6,981	8,000			5		2	48,200
Buffalo.....	7,717.		7,717.	1,581,985		1,581,985		13,328	13,560		8	27		32	271,150
Brooklyn.....	22,779.		22,779.	5,010,380		5,010,380		33,562	41,952		26	14		4	1,013,800
Rochester.....	5,310.		5,310.	1,115,100		1,115,100		10,000	7,000			17		17	120,000
New York.....	79,289.		79,289.	17,840,025		17,840,025		7,009	2,000			98		10	2,348,411
Utica.....	1,834.		1,834.	386,800		386,800		4,223	9,802		3	11		14	76,870
Syracuse.....	4,037.		4,037.	811,400		811,400		4,264	3,837		1	14		15	105,000
Oswego.....	2,832.		2,832.	615,720		615,720		2,632	2,100		7	4	1	12	105,700
Troy.....	3,299.		3,299.	692,790		692,790		1,686	1,200		1	12		13	150,000
Schenectady.....	1,091.		1,091.	218,200		218,200		2,089	4,500		4	3	1	8	42,000
Totals in cities...	136,515.		136,515.	30,020,155		30,020,155		96,914	\$107,841		59	230	2	291	5,041,061
Tot. in rural dist's	252,628,857	6,473,167	259,102,024	42,292,434	1,089,160	43,381,594	18,760	\$1,172,211	\$311,791	7,980	202	9,815	780	530	11,337
															\$4,899,707

\* Since the above table was completed returns have been received increasing the number of books by 8,998, and the value of the books by \$4,379, and also adding to the value of houses and sites \$5,155.

TABLE No. 5.  
ABSTRACT of the Financial Reports of the School Commissioners of the State of New York, for the year ending  
September 30, 1865.

## RECEIPTS.

COUNTIES.	1. Amount on hand Oct. 1, 1864.	2. Amount appor- tioned to dis- tricts.	3. From proceeds of gospel and school lands.	4. Raised by tax.	5. Raised by rate bills.	6. From all other sources.	7. Total.
Albany.....	\$7,245 29	\$36,317 08	.....	\$61,762 44	\$9,519 35	\$3,815 52	\$118,659 68
Allegany.....	431 09	17,555 52	\$17 81	7,699 86	8,903 03	2,760 78	37,368 99
Broome.....	105 57	15,330 21	47 81	15,188 09	8,379 47	2,234 76	41,285 91
Cattaraugus.....	489 54	16,046 09	.....	12,106 08	11,105 25	9,619 43	51,366 39
Cayuga.....	5,156 73	22,148 81	1,815 98	28,238 83	15,863 24	3,114 26	76,337 85
Chautauqua.....	2,342 71	23,574 21	51 69	34,575 81	16,403 73	4,871 81	81,819 96
Chemung.....	5,138 24	10,713 40	.....	19,557 68	6,190 30	5,418 70	47,018 32
Chenango.....	565 02	18,708 26	1,399 93	7,626 38	9,319 99	9,885 67	47,505 25
Clinton.....	817 56	16,573 46	540 05	8,247 29	4,948 48	2,459 94	33,586 73
Columbia.....	2,493 79	16,783 12	1 85	13,717 94	15,684 91	360 82	49,044 43
Cortland.....	481 23	11,275 98	946 82	4,677 49	8,577 36	985 70	26,954 58
Delaware.....	219 54	19,463 89	1 00	6,968 80	18,466 10	8,806 57	53,955 90
Dutchess.....	1,433 82	22,633 41	.....	28,252 35	19,750 03	2,193 16	74,284 77
Erie.....	1,268 98	50,515 91	.....	144,259 39	17,574 52	6,031 37	219,650 17
Essex.....	100 72	11,903 12	.....	5,572 32	8,308 68	1,694 97	27,581 81
Franklin.....	586 25	12,100 76	.....	6,035 62	3,522 76	2,358 20	24,603 59
Fulton.....	279 46	9,249 25	.....	5,463 84	6,133 61	4,363 96	25,490 12
Genesee.....	368 45	11,627 23	323 19	10,893 44	10,098 05	3,867 05	37,377 41

Muskegon.....	31,009 48	34,509 10	.....	75,749 05	19,956 06	3,655 16	164,407 86
Montgomery.....	529 20	11,068 86	.....	1,949,700 27	10,137 75	1,428 51	37,035 34
New York.....	208,204 28	2,324,424 43	.....	1,949,700 27	.....	1,227 52	2,422,383 30
Niagara.....	5,051 98	17,983 17	408 58	28,583 13	15,159 79	3,846 71	70,983 36
Oneida.....	13,940 69	38,929 20	446 74	45,532 94	18,604 85	1,996 10	119,450 52
Onondaga.....	2,070 52	38,268 82	3,929 16	57,672 82	18,008 53	4,507 08	119,434 53
Ontario.....	2,114 78	16,781 19	.....	17,514 38	18,193 81	2,182 51	51,786 62
Orange.....	4,268 97	21,250 53	673 00	28,032 06	20,860 83	1,500 78	76,436 17
Orleans.....	300 04	10,919 74	.....	9,118 65	7,931 18	2,708 07	30,977 08
Oswego.....	436 26	28,725 94	354 42	48,629 73	17,551 95	1,894 34	97,592 64
Otsego.....	501 38	21,095 98	80 72	14,716 07	11,275 25	2,912 19	50,581 54
Potomac.....	72 71	4,976 23	.....	2,238 34	5,401 31	760 89	13,449 48
Queens.....	6,374 56	17,603 64	248 01	44,357 22	9,248 16	1,114 98	78,948 55
Rensselaer.....	2,732 84	29,672 05	220 51	62,503 74	12,151 71	3,189 80	119,450 65
Richmond.....	934 67	7,253 28	.....	16,495 05	2,137 19	302 06	27,152 25
Rockland.....	2,021 00	6,735 18	.....	7,407 63	4,612 44	55 94	20,832 19
St. Lawrence.....	4,911 71	33,780 33	1,085 00	18,259 19	18,738 50	8,729 03	86,403 76
Saratoga.....	1,736 25	19,340 48	7 58	13,634 28	10,170 15	3,942 90	48,831 58
Schenectady.....	74 60	7,024 76	.....	10,489 91	3,207 36	2,800 82	23,697 39
Schoharie.....	188 91	14,227 93	.....	4,458 70	10,025 88	8,212 23	37,113 17
Schuyler.....	184 53	7,857 01	621 20	4,652 34	4,256 16	2,466 29	18,977 53
Seneca.....	773 08	10,852 34	1,038 10	9,025 29	7,349 73	1,443 95	30,513 39
Steuben.....	455 67	26,930 21	24 41	20,768 92	15,079 80	13,033 90	76,292 91
Suffolk.....	1,828 14	14,856 43	16 00	10,633 58	20,841 58	1,323 89	49,494 93
Sullivan.....	318 24	12,508 02	3 06	5,547 32	10,252 87	1,856 78	30,586 29
Tioga.....	86 12	11,179 77	.....	9,219 32	7,065 09	1,196 86	28,747 16
Tompkins.....	487 98	12,902 54	1,095 99	10,259 89	7,394 99	2,167 11	34,908 56
Ulster.....	2,573 04	25,361 48	24 00	32,630 43	29,183 04	2,776 98	83,748 96
Warren.....	504 06	8,904 93	.....	3,202 52	3,434 90	1,436 31	17,482 72
Washington.....	1,343 50	17,911 15	23 33	9,555 64	13,451 68	2,909 81	45,195 11
Wayne.....	764 49	38,765 08	182 45	16,627 36	17,564 99	3,804 85	57,709 22
Westchester.....	30,473 16	30,749 61	489 94	97,875 95	10,031 75	11,007 15	180,147 56
Wyoming.....	533 56	13,152 40	27 73	6,970 18	8,977 26	1,718 85	31,179 98
Yates.....	85 39	8,017 28	.....	6,533 73	8,138 16	320 37	23,094 93
Totals for State.....	\$474,447 88	\$1,379,262 78	\$18,831 11	\$3,501,070 20	\$655,158 78	\$223,471 79	\$6,252,242 54

TABLE No. 5—Continued.  
RECEIPTS.

CITIES.	1. Amount on hand Oct. 1, 1864.	2. Amount appor- tioned to dis- tricts.	3. From proceeds of gospel and school lands.	4. Raised by tax.	5. Raised by rate bills.	6. From all other sources.	7. Total.
Albany.....	\$1,610 42	\$18,763 47	.....	\$39,530 00	.....	\$397 82	\$40,301 71
Auburn.....	4,709 88	3,312 85	\$19 23	14,996 69	.....	.....	23,038 65
Hudson.....	1,700 14	2,193 71	.....	4,500 00	.....	36 00	8,434 85
Poughkeepsie.....	.....	4,592 85	.....	12,920 79	.....	156 08	17,678 72
Buffalo.....	.....	27,345 90	.....	198,860 85	.....	660 91	156,767 66
Brooklyn.....	113,200 03	80,541 65	.....	284,900 00	.....	7,910 28	486,551 96
Rochester.....	30,492 05	15,107 88	.....	61,242 00	.....	305 79	107,147 72
New York.....	208,204 28	253,242 43	.....	1,959,709 27	.....	1,237 52	2,422,383 30
Utica.....	13,060 10	7,632 19	.....	23,575 00	.....	.....	44,207 29
Syracuse.....	272 86	9,439 00	17 50	37,817 09	.....	556 70	48,103 06
Oswego.....	.....	5,704 69	89 16	31,360 42	.....	480 56	37,634 83
Troy.....	1,969 29	12,730 07	.....	46,913 53	.....	910 42	62,523 31
Schenectady.....	.....	3,133 86	.....	9,209 90	.....	1,502 52	13,846 08
Totals for cities.....	\$375,219 05	\$443,745 55	\$125 89	\$2,655,544 45	.....	\$14,044 20	\$3,438,679 14
Totals for rural districts.....	\$99,228 83	\$935,517 23	\$18,705 22	\$845,525 75	\$655,158 78	\$209,427 09	\$2,763,563 40

TABLE No. 5—Continued.

## PAYMENTS.

COUNTIES.	8. For teachers' wages.	9. For libraries.	10. For school apparatus.	11. For colored schools.	12. For school houses, sites, fences, out-houses, repairs, furniture, etc.	13. For all other incidental expenses.	14. Forfeited, in hands of supervisors Tuesday of March, 1865.	15. Amount remaining on hand Oct. 1, 1865.	16. Total.
Albany.....	\$84,938 89	\$974 35	\$356 36	\$751 39	\$9,422 28	\$9,616 67	.....	\$12,199 74	\$118,659 68
Allegany.....	31,244 52	230 66	24 24	.....	1,891 52	3,873 73	\$21 67	282 65	37,368 99
Broome.....	31,855 78	273 34	61 55	324 78	4,198 22	4,467 74	16 49	88 01	41,285 91
Cattaraugus.....	38,269 05	228 56	25 55	.....	8,979 69	3,379 77	.....	483 77	51,366 39
Cayuga.....	53,987 23	285 82	26 92	.....	9,313 43	8,028 57	.....	4,695 88	76,337 85
Chautauqua.....	47,682 18	169 60	83 81	.....	23,873 18	8,869 40	1 02	1,140 77	81,819 96
Chemung.....	31,137 45	183 07	11 90	454 91	3,873 61	10,965 12	.....	392 26	47,018 32
Chenango.....	39,831 30	234 80	25 37	.....	3,196 00	3,798 26	48 27	376 25	47,505 25
Clinton.....	25,392 47	339 80	19 74	.....	3,748 28	3,404 71	5 58	676 10	33,586 78
Columbia.....	38,384 77	304 89	111 18	509 45	2,470 07	5,110 26	.....	2,203 81	49,044 43
Cortland.....	22,132 95	64 31	41 16	.....	1,940 16	2,504 21	7 48	204 31	26,954 58
Delaware.....	47,733 69	169 46	25 98	.....	1,875 68	3,938 25	30 02	182 82	53,955 90
Dutchess.....	54,759 27	610 46	132 96	521 50	4,671 40	7,802 13	4 11	5,762 94	74,264 77
Erie.....	153,990 05	1,643 80	582 61	1,450 00	39,108 87	21,484 45	3 34	1,387 05	219,650 17
Essex.....	22,788 50	130 43	19 97	.....	2,155 14	2,441 67	45 65	75 65	27,581 81
Franklin.....	19,465 40	173 41	9 37	.....	2,127 42	2,329 22	5 75	493 02	24,603 59
Fulton.....	19,750 40	108 42	51 99	.....	2,822 82	2,191 45	4 74	560 30	25,490 13
Genesee.....	27,916 01	272 43	47 00	.....	4,482 46	4,328 55	.....	330 46	37,377 41
Greene.....	30,808 33	179 25	23 76	300 00	1,786 55	2,733 40	108 80	180 74	36,130 83
Hamilton.....	2,469 67	10 48	2 43	.....	429 80	82 01	4 45	65 45	3,084 29
Herkimer.....	36,803 97	329 01	61 95	.....	5,287 51	4,341 56	7 75	1,944 59	48,769 34
Jefferson.....	66,650 80	379 55	26 88	.....	8,237 75	8,039 27	31 51	398 47	74,768 53
Kings.....	260,322 16	109 81	5,702 74	5,689 35	118,365 59	39,452 15	.....	71,409 19	501,070 99
Lewis.....	22,936 82	177 10	12 19	.....	3,411 19	2,238 54	85	92 97	28,869 66
Livingston.....	36,521 70	202 89	21 40	.....	3,082 88	5,053 60	3 84	758 14	45,644 25
Madison.....	34,179 87	270 12	10 00	.....	3,143 53	5,842 55	5 63	666 18	44,117 28

TABLE No. 5—Continued.

## PAYMENTS.

COUNTIES.	8. For teachers' wages.	9. For libraries.	10. For school apparatus.	11. For colored schools.	12. For schoolhouses, sites, fences, out-houses, repairs, furniture, etc.	13. For all other incidental expenses.	14. Forfeited, in hands of supervisor first Tuesday of March, 1885.	15. Amount remaining on hand Oct. 1st, 1885.	16. Total.
Monroe.....	\$85,303 41	\$1,080 11	\$259 00	.....	\$16,373 74	\$24,255 07	\$15 19	\$37,121 34	\$164,407 86
Montgomery.....	29,107 52	196 13	.....	.....	2,540 71	3,677 53	.....	1,513 65	37,035 34
New York.....	1,342,654 63	4,055 01	158,009 43	\$21,245 68	325,313 53	305,350 81	.....	265,754 81	2,422,383 30
Niagara.....	41,884 30	605 16	74 22	372 43	7,335 91	9,551 97	4 62	11,154 75	70,983 36
Oneida.....	78,755 34	844 56	117 34	.....	12,270 38	14,017 08	.....	13,445 82	119,450 52
Onondaga.....	84,329 40	1,299 46	65 49	.....	8,098 08	24,163 88	.....	1,485 26	119,454 53
Ontario.....	26,121 07	344 54	15 28	252 00	5,474 71	6,545 84	.....	3,008 26	51,788 62
Orange.....	53,602 74	1,063 22	222 20	389 50	3,824 16	6,648 94	.....	26 92	76,436 17
Orleans.....	22,316 95	214 63	26 96	.....	4,188 56	4,063 39	.....	167 19	30,977 68
Oswego.....	70,196 77	931 84	470 51	.....	8,615 88	16,284 16	18 90	1,074 58	97,592 64
Otsego.....	37,123 58	292 20	72 53	.....	8,143 99	4,610 16	41 80	297 28	50,581 54
Putnam.....	11,884 97	74 49	29 95	.....	365 93	973 63	.....	120 51	13,449 48
Queens.....	46,516 27	494 24	2,455 13	1,174 44	12,282 58	7,754 06	35 48	8,223 45	78,948 65
Rensselaer.....	70,084 32	1,106 48	1,012 93	1,380 33	12,935 67	14,512 24	.....	9,418 68	110,450 65
Richmond.....	18,991 87	285 31	799 37	355 00	3,270 79	2,204 74	35 80	1,209 37	27,152 25
Rockland.....	15,023 65	214 99	10 00	.....	2,111 95	1,623 45	5 59	1,842 56	20,832 19
St. Lawrence.....	65,503 94	394 62	38 85	.....	9,757 49	7,922 20	9 40	2,977 26	86,403 76
Saratoga.....	39,723 23	350 89	30 10	.....	2,297 28	5,416 65	4 91	1,008 50	48,831 58
Schenectady.....	18,207 82	56 22	2 50	303 05	1,649 33	3,278 13	.....	100 34	23,597 39
Schoharie.....	32,330 61	233 84	10 31	79 41	1,443 22	2,854 43	19 73	141 62	37,113 17
Schuyler.....	14,997 64	63 48	22 42	.....	1,336 63	2,296 80	.....	260 56	18,977 53
Seneca.....	23,513 06	239 25	20 29	.....	1,922 41	4,393 14	34 21	391 63	30,513 39
Steuben.....	61,336 83	365 77	32 85	235 80	5,654 65	7,334 39	1 92	1,331 20	70,292 91
Suffolk.....	38,761 68	389 20	92 07	344 00	3,754 09	3,681 86	74 88	2,396 84	49,494 62

Tompkins .....	26,980 07	253 53	346 32	.....	2,839 84	3,302 34	4 10	1,182 30	34,908 50
Ulster .....	60,142 60	818 29	87 32	.....	10,060 72	8,195 29	18 00	4,426 74	83,748 96
Warren .....	13,915 07	70 65	4 25	.....	1,711 48	1,651 14	1 57	128 56	17,482 72
Washington .....	32,683 26	349 90	20 45	.....	3,205 67	4,684 83	99	1,248 08	45,195 11
Wayne .....	43,608 08	360 60	132 34	.....	4,330 67	8,215 05	46 42	1,018 06	57,709 22
Westchester .....	84,371 87	1,144 61	3,700 89	489 74	33,745 83	22,959 15	.....	23,735 47	180,147 56
Wyoming .....	24,518 25	162 72	3 00	.....	2,384 42	3,676 32	.....	425 27	31,179 98
Yates .....	16,016 87	46 19	.....	.....	4,385 09	2,566 96	.....	79 82	23,094 92
Totals in State .....	\$3,976,093 43	\$26,816 08	\$175,756 70	\$36,622 26	\$799,160 70	\$720,259 09	\$751 98	\$516,782 30	\$6,232,542 54
CITIES.									
Albany .....	\$18,030 17	\$442 65	.....	\$751 39	\$6,284 65	\$4,812 85	.....	.....	\$60,301 71
Auburn .....	11,260 23	84 38	.....	.....	5,639 40	2,136 70	.....	.....	23,038 65
Hudson .....	5,060 47	88 29	\$83 58	320 00	630 62	650 20	.....	.....	8,434 86
Poughkeepsie .....	8,841 30	343 89	95 00	421 60	761 50	2,903 63	.....	.....	17,678 72
Buffalo .....	107,650 09	1,149 82	565 00	1,450 00	30,513 52	15,439 23	.....	.....	156,767 66
Brooklyn .....	249,249 71	.....	5,599 01	5,689 35	117,384 38	38,335 15	.....	.....	486,551 98
Rochester .....	42,114 30	683 17	210 00	.....	11,030 00	16,545 09	.....	.....	107,147 72
New York .....	1,342,654 03	4,055 01	158,009 43	21,245 08	325,313 53	305,350 81	.....	.....	2,422,383 80
Utica .....	21,051 00	362 78	57 12	.....	5,160 63	5,216 55	.....	.....	44,267 29
Syracuse .....	28,236 47	905 73	.....	.....	3,576 40	15,169 74	.....	.....	48,103 06
Oswego .....	23,950 97	480 82	205 15	.....	1,619 10	10,523 27	.....	.....	37,634 83
Troy .....	34,453 67	707 48	921 05	1,380 33	7,631 20	8,978 37	.....	.....	62,523 31
Schenectady .....	9,885 85	4 28	.....	303 05	1,337 01	2,315 89	.....	.....	13,846 98
Totals in cities .....	\$1,932,438 26	\$9,303 28	\$165,745 34	\$31,561 30	\$516,902 04	\$428,402 47	.....	\$404,321 45	\$3,488,679 14
Totals in rural districts .....	\$2,043,655 17	\$17,507 80	\$10,011 36	\$5,060 96	\$382,238 66	\$291,856 62	\$751 98	\$112,460 85	\$2,763,563 40

TABLE No. 6.

STATEMENT showing the increase and diminution of the capital of the Common School Fund during the year ending September 30, 1865.

	Bonds for lands.	Bonds for loans.	Loan of 1840.	Bank stock.	Comptroller's bonds.	State stock.	Money in the treasury.	Total.
Amount of the Fund Sept. 30, 1864,								
Increase of the Fund as stated below,	\$335,189 17 12,694 18	\$285,028 15	\$49,326 00	\$50,000 00	\$356,300 00	\$1,135,037 24	\$523,312 59 85,534 42	\$2,734,213 15 98,228 60
Diminution of the Fund as stated below	\$347,883 35 30,714 87	\$285,028 15 30,125 32	\$49,326 00	\$50,000 00	\$356,300 00	\$1,135,037 24	\$608,847 01 5,840 79	\$2,832,441 75 66,860 98
Amount of the Fund Sept. 30, 1865,	\$317,168 48	\$254,902 83	\$49,326 00	\$50,000 00	\$356,300 00	\$1,135,037 24	\$603,006 22	\$2,765,760 77

INCREASE OF THE FUND.		DIMINUTION OF THE FUND.	
Bonds for lands, viz:		Bonds for lands, viz:	
Amount received for sales of lands.....	\$6,853 39	Amount of principal paid into the treasury.....	\$27,258 89
Amount transferred from the General Fund.....	740 79	Extinction of bonds under resale of lands by the State Engineer and Surveyor for arrears of consideration,	3,455 98
Amount transferred from the U. S. Deposit Fund....	5,100 00		\$30,714 87
Money in the treasury:		Bonds for loans, viz:	
Amount received into the treasury, viz:		Amount of principal paid into the treasury .....	30,125 32
Principal of bonds for lands.....	\$27,238 89	Money in the treasury:	
Principal of bonds for loans.....	30,125 32	Transferred to the following funds for bonds for lands, viz:	
Sales of lands ..	3,150 21	General Fund .....	\$740 79
From the income of the U. S. Deposit Fund.....	25,000 00	U. S. Deposit Fund.....	5,100 00
			5,840 79
			\$66,860 98

Showing an increase of the fund of.....	\$31,547 62
	\$98,228 60
	\$66,860 98



TABLE No. 7.

*Statement of the Investment of the Capital of the School Fund at the close of each fiscal year since its establishment to September 30th, 1865.*

YEARS.	BONDS.		LOANS OF			
	For lands sold.	For loans.	1786.	1792.	1808.	1840.
1805		\$24,900 00				
1806	\$87,674 83	42,800 00				
1807	163,407 63	62,778 00				
1808	212,246 31	83,403 00				
1809	219,995 21	101,501 00				
1810	232,702 97	69,653 75				
1811	240,370 67	101,924 52				
1812	263,743 26	143,965 38				
1813	260,342 26	222,540 51				
1814	268,124 86	245,034 17				
1815	291,424 91	328,107 30				
1816	320,165 33	392,076 93				
1817	309,383 60	397,980 71				
1818	316,434 39	390,000 17				
1819				\$500,000 00	\$449,076 00	
1820				500,000 00	449,076 00	
1821		4,554 57		500,000 00	449,076 00	
1822				496,177 50	449,076 00	
1823	23,883 39			483,232 87	447,495 25	
1824	85,749 12			450,660 92	443,990 50	
1825	100,664 46			410,547 06	439,372 50	
1826	112,751 28			382,549 40	434,182 50	
1827	186,624 59		\$31,624 38	353,486 96	430,121 50	
1828	201,611 65	1,500 00	30,095 21	332,564 35	426,303 54	
1829	212,421 98	1,500 00	20,665 00	317,860 17	411,352 82	
1830	242,613 52	18,800 00	10,157 22	300,073 54	393,461 53	
1831	335,233 22	20,850 00	9,611 47	275,591 91	363,985 16	
1832	570,009 23	17,663 06	9,158 59	246,537 63	332,092 75	
1833	651,510 80	24,650 00	3,394 65	215,037 93	299,453 46	
1834	801,646 20	40,655 00	2,826 87	201,000 66	285,193 04	
1835	1,098,677 86	176,644 48	2,815 12	179,571 17	260,120 93	
1836	1,154,869 48	190,330 89	2,815 12	160,038 95	242,078 44	
1837	1,118,098 35	264,530 21	2,815 12	156,106 57	235,917 06	
1838	1,094,221 62	287,596 29	2,815 12	150,981 58	232,106 06	
1839	1,047,055 80	326,613 63	2,815 12	138,461 74	223,065 22	
1840	1,022,200 85	409,087 14	2,815 12	134,508 61	222,098 22	\$1,500 00
1841	1,087,554 15	424,118 03	2,815 12	130,792 14	220,346 22	33,200 00
1842	1,014,305 07	409,316 11		115,995 72	221,176 95	33,200 00
1843	1,001,542 92	367,325 28		113,262 73	219,174 95	33,200 00
1844	975,711 18	338,561 87		110,671 23	214,886 26	8,200 00
1845	913,361 57	311,883 88		107,472 14	212,214 26	8,200 00
1846	887,024 23	293,941 43		105,232 60	208,469 84	8,200 00
1847	826,149 19	257,865 33		103,054 15	202,613 03	8,200 00
1848	744,854 97	236,901 74		97,363 14	198,771 03	8,200 00
1849	703,438 29	246,131 75		89,893 50	191,588 32	12,200 00
1850	710,975 40	198,269 02		17,982 86	21,757 81	41,326 00
1851	652,435 30	209,034 72		379 50	3,543 46	49,326 00
1852	584,010 87	217,845 36			946 45	49,326 00
1853	567,829 02	236,754 17			679 45	49,326 00
1854	540,932 91	248,963 97			299 31	49,326 00
1855	551,458 12	248,967 29			299 31	49,326 00
1856	535,926 19	234,233 05			299 31	49,326 00
1857	529,697 66	310,227 29				49,326 00
1858	515,198 78	349,193 11				49,326 00
1859	488,146 07	381,218 09				49,326 00
1860	459,210 53	370,253 41				49,326 00
1861	422,575 87	408,469 71				49,326 00
1862	412,163 73	375,747 61				49,326 00
1863	370,388 98	339,461 05				49,326 00
1864	335,189 17	288,028 15				49,326 00
1865	317,168 48	254,902 83				49,326 00

TABLE No. 7—Continued.

YEARS.	Bank stock.	State stocks.	Comptroller's bonds.	Money in the treasury.	Bonds for escheated lands.	Quit rents, arrearages of interest & miscellaneous.	
1805..				\$1,874 10			4
1806..	\$50,000 00			2,688 13			1
1807..	64,000 00			16,978 93			3
1808..	70,850 00			3,608 67		\$20,531 17	3
1809..	79,100 00			3,350 30		24,231 40	4
1810..	118,500 00			326 33		28,455 87	4
1811..	165,000 00			2,338 37		48,831 13	4
1812..	180,000 00			5,345 54		43,703 89	6
1813..	255,000 00			35,955 43		36,830 19	8
1814..	270,000 00			42,548 02		35,750 84	8
1815..	270,000 00					44,482 92	8
1816..	270,000 00						8
1817..	264,000 00						8
1818..	261,000 00			17,454 53		60,000 00	1,0
1819..	180,000 00					100,000 00	1,0
1820..	180,000 00					86,500 00	1,0
1821..	180,000 00					52,011 41	1,0
1822..	180,000 00			3,822 50	\$6,686 85	20,064 55	1,0
1823..	180,000 00	\$13,000 00		8,827 91	8,853 63	7,620 23	1,0
1824..	180,000 00	13,000 00		89,025 37		27,620 23	1,0
1825..	180,000 00	168,000 00		9,520 58	11,781 88		1,0
1826..	180,000 00	220,000 00		11,830 88	12,163 58		1,0
1827..	280,000 00	220,000 00		97,653 00	11,676 37		1,0
1828..	280,000 00	320,000 00		70,446 24	23,607 81		1,0
1829..	280,000 00	595,826 00		45,091 72	26,363 55		1,0
1830..	280,000 00	407,000 00		83,463 85			1,0
1831..	280,000 00	407,000 00		61,887 64			1,0
1832..	230,000 00	327,000 00		2,714 02			1,0
1833..	230,000 00	330,000 00					1,0
1834..	230,000 00	230,000 00					1,0
1835..	105,050 00			52,413 15			1,0
1836..	103,250 00			64,111 29			1,0
1837..	102,300 00			39,880 37			1,0
1838..	102,300 00	1,720 79		55,266 05		*2,700 00	1,0
1839..	102,300 00	21,755 91		67,414 57		*3,000 00	1,0
1840..	102,300 00	21,755 91		117,542 10			2,0
1841..	102,300 00	23,200 96		12,302 06			2,0
1842..	102,300 00	23,200 96		48,797 91			1,0
1843..	102,300 00	23,200 96		115,086 31			1,0
1844..	102,300 00	23,200 96		219,384 85			1,0
1845..	50,000 00	115,500 96	\$51,645 49	320,354 11			2,0
1846..	50,000 00	115,500 96	51,645 49	413,928 46			2,0
1847..	50,000 00	115,500 96	51,645 49	555,406 32			2,0
1848..	50,000 00	280,500 96	451,645 49	143,236 81			2,0
1849..	50,000 00	228,200 96	656,445 49	64,665 05			2,0
1850..	50,000 00	213,200 96	884,981 65	152,179 53			2,0
1851..	50,000 00	213,200 96	1,034,981 65	112,548 13			2,0
1852..	50,000 00	193,200 96	1,052,981 65	206,578 80			2,0
1853..	50,000 00	193,200 96	1,054,986 16	230,481 47			2,0
1854..	50,000 00	193,200 96	1,043,341 33	229,147 49			2,0
1855..	50,000 00	231,460 96	1,043,341 33	282,667 85			2,0
1856..	50,000 00	231,460 96	1,043,341 33	347,329 30			2,0
1857..	50,000 00	231,460 96	1,043,341 33	312,339 00			2,0
1858..	50,000 00	936,502 29	356,300 00	294,740 34			2,0
1859..	50,000 00	936,502 29	356,300 00	324,763 71			2,0
1860..	50,000 00	936,502 29	356,300 00	385,444 45			2,0
1861..	50,000 00	1,135,057 24	356,300 00	286,173 20			2,0
1862..	50,000 00	1,135,057 24	356,300 00	279,521 84			2,0
1863..	50,000 00	1,135,057 24	356,300 00	394,019 08			2,0
1864..	50,000 00	1,135,057 24	356,300 00	523,312 59			2,0
1865..	50,000 00	1,135,057 24	356,300 00	603,006 22			2,0

\* Treasury notes.

TABLE No. 8.

**COMPARATIVE STATISTICS of the Common Schools of the State for the fiscal year ending September 30, 1865,  
and for the year 1859-60.**

STATISTICAL.

	1864-5.			1859-60.		
	Cities.	Rural districts.	Totals.	Cities.	Rural districts.	Totals.
Number of school districts.....	291	11,489	11,780	273	11,382	11,655
Number of teachers employed at the same time for twenty-eight weeks or more (in 1859-60 the time was six months).....	3,410	12,068	15,478	2,731	12,290	15,021
Number of children between five and twenty-one years of age (four and twenty-one in 1859-60).....	507,009	891,750	1,398,759	403,488	912,412	1,315,900
Aggregate number of weeks' school by qualified teachers (the aggregate for 1859-60 is in months).....	12,540	355,463	368,003	2,978	87,013	89,991
Number of male teachers employed.....	342	4,110	4,452	324	7,900	8,224
Number of female teachers employed.....	3,112	18,905	22,017	2,427	15,712	18,139
Number of children attending school.....	310,556	606,061	916,617	268,159	599,229	867,388
Number of times schools have been visited by Commissioners.....	.....	18,760	18,760	.....	18,418	18,418
Number of volumes in district libraries.....	96,914	1,172,211	1,269,125	95,938	1,190,598	1,286,536
Number of school houses—log.....	.....	202	202	.....	263	263
do do frame.....	59	9,815	9,874	38	9,828	9,866
do do brick.....	230	780	1,010	230	732	962
do do stone.....	2	530	532	3	556	559
Total number of school houses.....	291	11,327	11,618	271	11,379	11,650

[Assem. No. 90.]

TABLE No. 8—Continued.  
FINANCIAL.

	1864-5.			1859-60.		
	Cities.	Rural districts.	Totals.	Cities.	Rural districts.	Totals.
<b>RECEIPTS:</b>						
Amount on hand at the beginning of the year.....	\$375,219 05	\$99,228 83	\$474,447 88	\$399,062 06	\$79,464 37	\$478,526 43
Apportionment of public moneys.....	443,745 55	935,517 23	1,379,262 78	378,860 92	941,344 92	1,339,205 84
Proceeds of gospel and school lands.....	125 89	18,705 22	19,831 11	473 64	18,617 50	19,091 14
Raised by tax.....	2,655,544 45	845,325 75	3,501,070 20	1,471,344 58	544,071 29	2,015,415 87
Raised by rate bills.....	.....	655,158 78	655,158 78	.....	420,257 98	420,257 98
From all other sources.....	14,044 20	209,427 59	223,471 79	18,815 89	28,362 63	47,178 52
Total.....	\$3,488,679 14	\$2,763,563 40	\$6,252,242 54	\$2,268,557 09	\$2,032,118 69	\$4,300,675 78
<b>EXPENDITURES:</b>						
For teachers' wages.....	\$1,932,438 26	\$2,043,655 17	\$3,976,093 43	\$1,118,078 14	\$1,479,886 24	\$2,597,964 38
For libraries.....	9,308 28	17,507 80	26,816 08	6,846 04	27,189 83	34,035 87
For school apparatus.....	165,745 34	10,011 36	175,756 70	75,449 71	6,973 88	82,423 59
For colored schools.....	31,561 30	5,060 96	36,622 26	20,965 28	4,137 53	25,122 81
For school houses, sites, etc.....	516,902 04	282,258 66	799,160 70	361,321 80	280,968 83	642,290 63
For all other incidental expenses.....	428,402 47	291,856 62	720,259 09	208,458 63	153,956 04	362,409 67
Forfeited in hands of supervisors.....	.....	751 98	751 98	477,422 49	79,006 34	556,428 83
Amount on hand at the end of the year.....	404,321 45	112,460 85	516,782 30	.....	.....	.....
Total.....	\$3,488,679 14	\$2,763,563 40	\$6,252,242 54	\$2,268,557 09	\$2,032,118 69	\$4,300,675 78

## STATEMENT (9).

*County of New York in account with Free School Fund.***1863.**

<b>April</b>	6.	To amount borrowed for deficiency.....	\$40,000 00
<b>Oct.</b>	9.	By payment in part .....	28,914 48
Balance due .....			<u>\$11,085 52</u>

**1864.**

		Amount of $\frac{3}{4}$ mill tax .....	\$410,562 02
<b>Mar.</b>	23.	By payment.....	\$213,423 96
<b>April</b>	25.	By transf. from appor'm't, 157,138 06	
<b>do</b>		By payment.....	40,000 00
			<u>\$410,562 02</u>

**1865.**

		Amount of $\frac{3}{4}$ mill tax .....	\$432,000 12
<b>June</b>	21.	By payment in part .....	\$100,000 00
<b>Sept.</b>	26.	By transfer C. Sch. Fund. 55,592 69	
<b>Dec.</b>	11.	By transfer F. Sch. Fund. 305,304 13	
			<u>360,896 82</u>
			<u>\$71,103 30</u>

*Statement of Interest Due February 1, 1866.*

On loan of \$40,000 from April 6, 1863, to Oct. 9, 1863—6 months, 3 days.....	\$1,220 00
On balance unpaid (\$12,305.52), from Oct. 9, 1863, to Feb. 1, 1866—2 years, 81 days.....	1,642 79
On loan of April 6, 1865 (\$226,695.99), to July 12—98 days.....	4,260 64
On balance of said loan (\$130,956.63) to Sept. 26—76 days.....	1,908 74
On balance of said loan (\$77,272.68) unpaid, after Sept. 26, to Feb. 1, 1866—126 days.....	1,867 25
Total interest.....	<u>\$10,899 42</u>

## RECAPITULATION.

Balance due, 1863.....	\$11,085 52
Balance due, 1865.....	71,103 30
Interest on above to February 1, 1866.....	10,899 42
	<hr/>
	\$93,088 24
	<hr/> <hr/>

## MEMORANDUM.

June 16, 1864—State paid Auditor for moneys borrowed, in part .....	\$25,000 00
April 7, 1865—Borrowed from Commercial Bank, on account of deficiency from New York.....	226,695 99
July 12, 1865—Paid bank, in part .....	100,000 00
September 27, 1865—Paid bank, in part .....	55,592 69
	<hr/> <hr/>

(A:)

# ACADEMIES TO INSTRUCT COMMON SCHOOL TEACHERS.

Following academies have been designated to instruct common school teachers for the academic year 1865-6, under the provision of the statute (Regents' Manual, page 30), and of the Manual (Manual, page 103):

	Names of the Academies.
y .....	Alfred Academy.
	Genesee Valley Seminary.
.....	Binghamton Academy.
	Windsor Academy.
gus .....	Randolph Academy.
.....	Auburn Academy.
	Moravia Institute.
qua .....	Fredonia Academy.
	Jamestown Academy.
	Westfield Academy.
g .....	Elmira Academy.
o .....	Norwich Academy.
	Oxford Academy.
.....	Plattsburg Academy.
a .....	Claverack Academy.
	Kinderhook Academy.
l .....	Cincinnatus Academy.
	Cortland Academy.
	Cortlandville Academy.
e .....	Andes Collegiate Institute.
	Delaware Academy.
	Delaware Literary Institute.
s .....	Poughkeepsie Female Academy.
.....	Buffalo Central School.
	Clarence Academy.
	Springville Academy.
.....	Keeseville Academy.
l .....	Fort Covington Academy.

Counties.	Names of the Academies.
Franklin .....	Franklin Academy.
Fulton .....	Johnstown Academy.
Genesee .....	Genesee and Wyoming Semina
Greene .....	Coxsackie Academy.
Herkimer .....	Academy at Little Falls. Fairfield Academy.
Jefferson .....	Antwerp Liberal Lit'ry Instit Hungerford Collegiate Instit Union Academy of Belleville
Lewis .....	Lowville Academy.
Livingston .....	Dansville Seminary. Genesee Conference Seminary Geneseo Academy.
Madison .....	Oneida Seminary. Oneida Conference Seminary.
Monroe .....	Brockport Collegiate Institut Rochester High School.
Montgomery .....	Fort Plain Seminary.
Niagara .....	Lockport Union School. Wilson Collegiate Institute.
Oneida .....	Clinton Liberal Institute. Rome Academy. Whitestown Seminary.
Onondaga .....	Munro Collegiate Institute. Onondaga Academy.
Ontario .....	Canandaigua Academy. Naples Academy.
Orange .....	Chester Academy.
Orleans .....	Albion Academy.
Oswego .....	Falley Seminary. Mexico Academy.
Otsego .....	Gilbertsville Academy. Hartwick Seminary. Unadilla Academy.
Rensselaer .....	Lansingburgh Academy.
St. Lawrence .....	Canton Academy. Gouverneur Wesleyan Semi Lawrenceville Academy.
Saratoga .....	Jonesville Academy.
Schoharie .....	N. Y. Conference Seminary-



Counties.	Names of the Academies.
Schuyler .....	Watkins Academy.
Seneca .....	Waterloo Union School.
Steuben .....	Corning Free Academy.
	Franklin Academy.
Suffolk .....	Huntington Union School.
Sullivan .....	Monticello Academy.
Tioga .....	Owego Academy.
	Waverly Institute.
Tompkins .....	Groton Academy.
	Ithaca Academy.
Ulster .....	Kingston Academy.
Warren .....	Warrensburgh Academy.
Washington .....	Marshall Seminary of Easton.
	Washington Co. Sem'ry and C. I.
Wayne .....	Leavenworth Institute.
	Newark Union Free School.
Wyoming .....	Middlebury Academy.
	Pike Academy.
Yates .....	Penn Yan Academy.

## PROVISIONAL APPOINTMENTS.

Delaware .....	Walton Academy.
Herkimer .....	West Winfield Academy.
Onondaga .....	Pompey Academy.
Seneca .....	East Genesee Conference Sem'ry.
Wayne .....	Sodus Academy.
Wyoming .....	Perry Academy.

By order.

S. B. WOOLWORTH, *Secretary.*ALBANY, *July 14, 1865.*

## (B.)

## LIST OF SCHOOL COMMISSIONERS AND CITY SUPERINTENDENTS IN THE STATE OF NEW YORK.

Counties.	Dists.	Names.	Post Offices.
Albany:	1.	John C. Nott .....	Albany.
	2.	Zebadiah A. Dyer .....	East Berne.
	3.	John P. Witbeck .....	West Troy.
		John Morgan (Sec. Board Ed.)	Albany.
Allegany:	1.	Charles L. Brundage .....	Angelica.
	2.	Walter D. Renwick .....	Belmont.
Broome:	1.	James N. Lee .....	Binghamton.
	2.	N. W. Edson .....	do
Cattaraugus:	1.	Duncan R. Campbell .....	Elgin.
	2.	George A. Gladden .....	Napoli.
Cayuga:	1.	Israel Wilkinson .....	Meridian.
	2.	William G. Ellery .....	Owasco.
	3.	Archibald McIntosh, Jr. ....	Locke.
		C. P. Williams (City Supt.) ..	Auburn.
Chautauqua:	1.	Phin. M. Miller .....	Stockton.
	2.	James McNaughton .....	Gerry.
Chemung:		Isaac S. Marshall .....	Horseheads.
Chenango:	1.	Bolivar Bisbee .....	East Pharsalia.
	2.	Henry G. Green .....	Coventryville.
Clinton:	1.	Levi Smith .....	Plattsburgh.
	2.	Royal Corbin .....	Champlain.
Columbia:	1.	Hartwill Reynolds .....	Ancram L'd Min
	2.	David G. Woodin .....	Valatie.
		Jas. N. Townsend (City Supt.)	Hudson.
Cortland:	1.	Daniel E. Whitmore .....	Marathon.
	2.	Lyman Pierce .....	Truxton.
Delaware:	1.	Hobart M. Cable .....	Masonville.
	2.	O. Rice Bouton .....	Roxbury.
Dutchess:	1.	Augustus A. Brush .....	Fishkill Plains.
	2.	Theo. Gillender .....	
		G. C. Burnap (Pres't Board).	Poughkeepsie.

Counties.	Dists.	Names.	Post offices.
Erie:	1.	Buradore Wiltse .....	Clarence Centre.
	2.	E. Holmes .....	East Aurora.
	3.	Henry S. Stebbins.....	Gowanda, Catt. Co.
		John S. Fosdick (City Supt.)	Buffalo.
Essex:	1.	Isaac D. Newell.....	Ausable Forks.
	2.	Bovett B. Bishop.....	Port Henry.
Franklin:	1.	Sidney P. Bates.....	Malone.
	2.	George W. Lewis.....	Fort Covington.
Fulton:		Lucius F. Burr.....	Broadalbin.
Genesee:		Daniel C. Rumsey.....	Batavia.
Greene:	1.	Samuel S. Mulford .....	Tannersville.
	2.	George C. Mott.....	Acra.
Hamilton:		Charles S. Smith.....	Hope Falls.
Herkimer:	1.	Bowen B. Moon.....	Norway.
	2.	Oliver B. Beals.....	Cedarville.
Jefferson:	1.	George A. Ranney.....	Smithville.
	2.	Joseph M. Beaman .....	Antwerp.
	3.	George H. Strough.....	Lafargeville.
Kings:		Frederick C. De Mund.....	New Utrecht.
		J. W. Bulkley (City Supt.)..	Brooklyn.
Lewis:	1.	Henry C. Northam.....	Port Leyden.
	2.	Elbridge R. Adams.....	Lowville.
Livingston.	1.	S. Arnold Tozer .....	Geneseo.
	2.	Isaac C. Lusk.....	Danaville.
Madison:	1.	Harrison Burgess.....	Erieville.
	2.	Hiram L. Rockwell.....	Munnsville.
Monroe:	1.	Luther Curtice.....	Webster.
	2.	Joseph A. Tozier.....	Clarkson.
		C. N. Simmons (City Supt.)..	Rochester.
Montgomery:		Thomas S. Ireland.....	Amsterdam.
New York:		S. S. Randall (City Supt.)..	New York.
Niagara:	1.	Julius F. H. Miller.....	Lockport.
	2.	Ralph Stockwell .....	East Wilson.
Oneida:	1.	Harvey E. Wilcox.....	Rome.
	2.	Charles T. Pooler.....	Deansville.
	3.	Joshua H. Tracey.....	Camden. [Co.
	4.	Merritt N. Capron.....	W. Leyden, Lewis
Onondaga:		D. S. Heffron (City Supt.) ..	Utica.
	1.	Joseph O. Wright.....	Elbridge.
	2.	Elisha P. Howe.....	Marcellus.

Counties.	Dists.	Names.	Post Offices.
Onondaga:	3.	Benjamin S. Gregory .....	Jamesville.
		Edward Smith (City Supt.) ..	Syracuse.
Ontario:	1.	Jacob A. Wader .....	Orleans.
	2.	Gilbert W. Sutphen .....	Canandaigua.
Orange:	1.	George K. Smith .....	Monroe.
	2.	John J. Barr .....	Goshen.
Orleans:		A. Stilson .....	South Barre.
Oswego:	1.	Lemuel P. Storms .....	Hannibal.
	2.	Newton W. Nutting .....	Parish.
	3.	William S. Goodell .....	Mexico.
		E. A. Sheldon (City Supt.) ..	Oswego.
Otsego:	1.	Julius R. Thompson .....	Decatur.
	2.	Benjamin C. Gardner .....	New Lisbon.
Putnam:		William Townsend, 2d. ....	Brewsters.
Queens:	1.	Charles W. Brown .....	Flushing.
	2.	William D. Wood .....	Jamaica.
Rensselaer:	1.	James C. Comstock .....	Lansingburgh.
	2.	William L. Cottrell .....	Poestenkill.
		E. Danforth (City Supt.) ....	Troy.
Richmond:		Isaac Lea .....	Stapleton.
Rockland:		Nicholas C. Blauvelt .....	Spring Valley.
St. Lawrence:	1.	Martin L. Laughlin .....	Hammond.
	2.	Clark Baker .....	Hermon.
	3.	Barney Whitney .....	Lawrenceville.
Saratoga:	1.	Thomas McKindley .....	West Charlton.
	2.	Henry Wilcox, Jr. ....	Saratoga Springs.
Schenectady:		Nelson T. Van Natta .....	Braman's Corners.
		E. A. Charlton (City Supt.) ..	Schenectady.
Schoharie:	1.	Bartholomew Becker .....	Middleburgh.
	2.	Augustus C. Smith .....	Cobleskill.
Schuyler:		Lauren G. Thomas .....	North Reading.
Seneca:		Isaac Runyan .....	Ovid.
Steuben:	1.	J. B. Westcott .....	Bath.
	2.	William M. Sherwood .....	Woodhull.
	3.	Albert T. Parkhill .....	Howard.
Suffolk:	1.	Cordello D. Elmer .....	Greenport.
	2.	Thomas S. Mount .....	Stony Brook.
Sullivan:		Albert Stage .....	Barryville.
Tioga:		Andrew J. Lang .....	Waverly.
Tompkins:		Alviras Snyder .....	Ithaca.

Counties.	Dists.	Names.	Post Offices.
Ulster:	1.	Edgar Eltinge.....	Kingston.
	2.	John J. Woodward.....	Port Ewen.
	3.	John W. Young.....	Accord.
Varren:		Luther A. Arnold .....	Chestertown.
Washington:	1.	David V. T. Qua .....	Shushan.
	2.	Thomas S. Whitmore.....	Fort Ann.
Wayne:	1.	A. M. Winchester.....	Sodus.
	2.	Jefferson Sherman.....	Marion.
Westchester:	1.	William Miller .....	Mount Vernon.
	2.	Abel T. Stewart .....	Tarrytown.
	3.	Milton Frost .....	Peekskill.
Yonking:	1.	Edward F. Chaffee .....	Attica.
	2.	William W. Bean .....	Pike.
Essex:		George P. Lord.....	Dundee.

(C.)

## THOMAS ORPHAN ASYLUM.

To the Hon. VICTOR M. RICE,

*Superintendent of Public Instruction:*

Sir—The Trustees of the Thomas Asylum for Orphan and Destitute Indian Children respectfully beg leave to submit to you the following report of the condition of the institution for the year ending September 30th, 1865:

The total number of children under care during the year has been.....	71
Average for the whole year.....	53.26
Admissions during the year.....	35
Dismissions.....	18
Death.....	1
Remained under care the entire year.....	30
Remained under care at the close of the year.....	52

Of the eighteen dismissed, four had become capable of taking care of themselves, and ten were comfortably provided for by friends, who were willing to take them in charge. One—a deaf mute—was transferred to the State Institution for the Deaf and Dumb. The little one who died was consumptive before he was brought to the asylum, and survived but a few weeks after his reception.

Several of the children are orphans of Indian soldiers who perished in the army. The father of one boy was shot through the head in the battle of Fair Oaks; the father of a boy and girl was killed near Petersburg; two others, each of whom leaves a little girl, have not been heard from, and are supposed to have died on the battle field or in rebel prisons. The wife of one of the soldiers died while he was in the army, and two of his children were received into the asylum, where they are still retained because he has not been able, since his return, to provide for them.

With the exception of several cases of whooping cough, the children have been unusually healthy, and the trustees feel that so marked a contrast with the fatality of the previous year calls

acknowledgments for this manifestation of the Divine

alf the pupils having been raw recruits, it was to be at the schools would be seriously depreciated; nevertheless regard the teachers as having been eminently maintaining the high character of these schools above others in the vicinity, where only the same elementary ter into the course of instruction.

acial condition of the institution is somewhat more an at the close of the previous year.

pts have been as follows, viz:

ate of New York, for the sup-	
ildren and liquidation of debt, \$2,125 00	
of appropriation for incorpo-	
lums.....	232 70
l funds, for board of teacher..	24 00
ropriation of 1864, for barn and	
.....	800 00
ropriation of 1865, for hospital	
ase of accommodations .....	1,000 00
from the State.....	\$4,181 70
eneca Nation, from the Watson oil lease..	1,000 00
nited States Indian Department.....	1,000 00
nuities of the orphans .....	256 50
ociety of Friends, Baltimore.....	250 00
mer. Board of Com'rs for Foreign Missions,	100 00
is collections, donations, &c.....	115 20
receipts.....	<u>\$6,903 40</u>

irsements for the year, including the payment of bills mmencement, were \$6,943.93, viz:

nd breadstuffs.....	\$1,601 97
nd other provisions, fodder, &c.,	746 31
superin't, and other hired help,	1,291 05
g and materials.....	684 48
es, including oil and lights....	780 10
epairs, including labor and ma-	
.....	996 18

For physicians' bills, medicines and burial expenses .....	\$246 35	
For furniture and utensils .....	104 13	
Paid for land .....	173 00	
Paid for insurance .....	33 76	
Paid for blacksmithing .....	43 01	
For fuel (exclusive of labor) .....	102 00	
For sta'ry, postage, traveling expenses, &c., .....	141 69	
		<u>\$6,943</u>

Excess of disbursements over receipts, \$40.53.

There was due at the commencement of the year on the first item of the above, for breadstuffs .....	\$517	
On the second item, for meat .....	115	
On the third, for hired help .....	520	
For barn and repairs .....	489	
For physicians' bills, medicine and burial expenses ..	210	
Payment for land .....	173	
Total .....	<u>\$2,026</u>	

This amount being deducted from the disbursements, leave \$4,917.11 for the current expenses of the year, which is the average of \$92.31 to each child under care, and considerably less than the trustees had feared, in view of the extravagant prices which prevailed throughout the year for every article of consumption.

The amount of debt reported last year was .....	\$2,805	
Paid during the current year .....	2,026	
Present indebtedness .....	<u>\$778</u>	

But in effecting this diminution, the trustees had expended ten thousand dollars from the Watson oil lease before the passage of the act of the last Legislature, which seems to require that the money should be appropriated to the erection of a hospital and the enlarging of the accommodations of the institution, and they know not how they shall be able to replace it, unless through the further liberality of the Legislature towards this object. Although their own convictions of its importance—of the value of the institution in its influence upon the welfare of both whites and Indians, and of the necessity of greatly enlarging the sphere of



s—are becoming deeper from year to year, they would  
e, together with grateful acknowledgments for the aid  
urnished, to express their hope that the fostering care of  
lature may be continued until the institution shall be well  
ed upon an adequate and permanent foundation.

ich is respectfully submitted, in behalf of the trustees,

WALLACE KING, *President.*

ASHER WRIGHT, *Clerk.*

E. M. PETTIT, *Treasurer.*

(D.)

## INDIAN SCHOOLS.

## CATTARAUGUS AND ALLEGANY RESERVATIONS.

To VICTOR M. RICE, *Superintendent of Public Instruction*:

Sir—The undersigned, superintendent of Indian schools on Cattaraugus and Allegany Indian Reservations, respectfully submits the following report for the year ending on the 30th day of September, 1865:

There are nine districts on the Cattaraugus, and six on the Allegany Reservation, in all of which schools were taught two terms except in districts Nos. 6 and 9 at Cattaraugus, in which no schools were taught in the winter, for reasons mentioned in another place.

The whole number of pupils in all the schools is about 400. Some of the teachers having failed to report their records of names, the exact number can not be given. The average attendance has been better than it was last year.

*Expenses.*

For teachers' salaries, Cattaraugus .....	\$1,402	¢
do do Allegany .....	880	¢
	<hr/>	
	\$2,282	¢
For books, stationery and apparatus .....	\$286	96
For services of superintendent .....	96	00
For traveling expenses .....	89	65
For repairs, desks and other incidental expenses .....	138	58
	<hr/>	
	611	¢
	<hr/>	
	\$2,893	¢
	<hr/>	
	<hr/>	

The houses occupied for school purposes in districts Nos. 6 and 9 at Cattaraugus are temporary buildings, erected several years ago, entirely at the expense of the Indians. They have become too much dilapidated.

The number of school districts, the number of weeks the schools were taught in each district, and the number of pupils registered, is as follows, viz:

## CATTARAUGUS RESERVATION.

		Number of weeks.	Number of pupils.
istrict No. 1	.....	28	22
do	2	28	40
do	3	28	42
do	4	24	50
do	5	28	56
do	6	12	19
do	7	15	40
do	8	28	47
do	9	12	34
			<hr/> 350 <hr/>

## ALLEGANY RESERVATION.

District No. 1	.....	28	22		
do	2	28	25		
do	3	28	22		
do	4	28	31		
do	5	28	35		
do	6	24	21		
			<hr/> 156 <hr/>		
Whole number of pupils on Cattaraugus reservation		.....	350		
do	do	Allegany	do	.....	156
Total		.....	506		

The average attendance was reported by only three of the teachers, therefore the average is not reported above. Taking those reported as a fair average of the whole, and from observation, I think the average attendance was about two-fifths of the number registered.

The national council has appropriated \$150.00 each for two new school houses, and the inhabitants of the respective districts have been preparing material for building new school houses, but having no system or laws for levying taxes, they necessarily make slow progress.

Another neighborhood or district in which no school has yet been started, as mentioned in my last report, also obtained an appropriation from the national council, and the people have done something towards providing material for building a school-house.

[Assem. No. 90.]

These three districts need aid to enable them to build and finish their houses—about \$150.00 each. Without such aid I fear they can not do it.

A larger appropriation for the support of the Indian schools is much needed; with our present means we can have but 28 weeks school in the year, whereas there should be not less than 36 weeks, and 40 would be better.

More interest has been manifested by the children and young men during the last year than ever before, and the attendance at school has been more regular.

Reviewing this subject, I am convinced that in no community with which I am acquainted has there been more progress made in proportion to the means employed than in these Indian schools.

If these tribes are ever to become citizens, as they evidently must or perish as a people, it is important that a liberal policy in regard to their improvement should be continued, and sufficient funds provided to give all of them the advantages of the common school.

Respectfully, your obedient servant,

E. M. PETTIT.

#### ONEIDA RESERVATION.

Hon. V. M. RICE, *Sup't of Public Instruction* :

Sir—I submit the following report of the Indian schools located in Oneida and Madison counties :

The whole number of Indian children living in the Madison county district between the ages of 5 and 21 is 21.

The whole number living in the Oneida county district is 16.

The time school has been taught in the Madison county district is 35 weeks 4½ days.

The time school has been taught in the Oneida county district is 31 weeks.

The average daily attendance in Oneida county school was 5½

The average daily attendance in Madison county school was 7

The Oneida county school was taught by Miss S. D. White 13 weeks, and by Miss Laura Faulkner 18 weeks.

The Madison county school was taught by Miss Jennie B. K 35 weeks 4½ days.

The instruction has been faithful and competent. The attendance

has not been as large as is desirable, but there is reason to hope that it will continue to improve. No changes for the present are recommended or thought to be necessary.

Respectfully yours,

NILES L. TILDEN, *Sup't.*

#### ONONDAGA RESERVATION.

Hon. VICTOR M. RICE, *Sup't of Public Instruction.*

Dear Sir—I send you the report of the Onondaga Indian school for the year ending on the 30th of September, 1864 :

Number of Indian children between the ages of 5 and 21 years residing on the reservation on the 30th of September, 1865	93
Number of Indian male children.....	52
Number of Indian female children.....	41
Number of white children of same age on reservation.....	19
Whole number of Indian children who attended the Indian school during the year.....	58
Number of white children who attended same.....	3
Number of Indian children living on reservation who attended contiguous white schools.....	7
Number of white children living on Indian lands who attended white schools nearer than the Indian schools, and enumerated in the districts they attended.....	13
Average daily attendance during fall and winter.....	17
Average daily attendance during spring and autumn.....	13
Number of weeks' school during the year ending Sept. 30, 1865 .....	36
Cash paid for teachers' wages to Sept. 30, 1865.....	\$169 00
Cash paid for books, repairs, and to the Superintendent of the Indian school during the year.....	\$35 77

Miss Harriet L. Wright taught the Indian school from Sept. 30, 1864, (vacations excepted,) to January, 1865, at \$4 per week, for eleven weeks. She taught between January, 1865, and June, 16 weeks, a \$5 per week. Rev. A. Brown, resident missionary of the M. E. Church among the Onondaga Indians, taught during the summer and fall term prior to Sept. 30th, 1865, nine weeks, at \$5 per week.

It will be seen from comparing the report of this year with those of former years, that the number of weeks school has been less

than formerly; this was owing to the sickness of the family of one of the teachers, and to the difficulty of finding competent teachers who were willing to live out of the pale of civilization and endure the self-denials required, for the wages paid for their services by the State.

It is, however, questionable whether any higher wages should be paid; times are soon to return, we hope, to a hard money basis, and the precedent of higher wages might be difficult to abandon. The State does very much for this people, and will act wisely to so aid them as to lead them as fast as possible to take care of their own schools. In former reports I urged the importance of educating them and legislating for them as to fit them for American citizenship. That statesman who shall devise and succeed in carrying into execution a plan to break down the tribal customs of this people, and teach them to fulfill the duties of taking care of their own families, and teach them how to vote, pay taxes, and fuse themselves into the great nation of Americans, will deserve more credit than William Penn. Why can they not as well become component parts of our nation as the more ignorant class of foreign emigrants, many of whom in a few years, or at farthest in a generation or two, become valuable citizens of the great republic. The county of Onondaga, however, is not likely to furnish the man or men to inaugurate this great reform. Our quota of wise men who are sent to Albany to make laws are charged with three important principles, to which they make all minor matters yield. The first of these is the *Onondaga salines*, the second is the *chloride of sodium*, the third is *salt*.

Too much is not now done by the great State of New York for this waning remnant of the original owners of our soil and our salines, but it might, perhaps, be more wisely done.

Many of our Indian scholars have made good proficiency during the year in music, drawing and penmanship, branches for which they show great aptitude, and those children are most punctual and learn fastest whose parents are best educated in English. This tribe has not been as long under the educational aid of the State as the larger tribes within its limits, but it is showing marked signs of progress.

Respectfully yours,

J. KNEELAND,

*Sup't Onondaga Ind. School.*

## TONAWANDA RESERVATION.

Hon. V. M. RICE, *Supt of Public Instruction :*

The undersigned superintendent of schools on the Tonawanda reservation respectfully reports :

The number of children on the reservation Sept. 30, 1865, between the ages of four and twenty-one years, was 227. Two schools have been taught on the reservation the last year; in district No. 1 for a period of six and a half months—three months in winter, three and a half months in summer; in district No. 2, four and a half months—three months in winter and one and a half months in summer. The entire number of pupils registered as attending the schools is 84; average attendance 38. The school in district No. 1 was taught during the winter term by Homer E. Allen and Miss S. M. Smead—whole number of pupils, 35; average, 17; during the summer term by Sarah A. Kenyon—whole number of pupils, 35; average, 18. In district No. 2, winter term, Jennie Finch, teacher, pupils, 49; average attendance, 21; summer term, Mary L. Lee, teacher, number of pupils, 37; average attendance, 12. The sickness on the reservation during the past summer, and the mortality among the children, was a great hindrance to the continuation of the schools. Soon after the school had commenced in district No. 2, the small pox made its appearance, and spread over nearly the whole district; the school was immediately stopped for seven or eight weeks. It was reported there were about sixty cases at one time, and some fifteen deaths.

The schools are as prosperous as can be expected under the circumstances. The school-houses in both districts are old and very poor—in district No. 1 an old log house, small, low and very inconvenient; was built by some white people before the Indians occupied that section; in district No. 2 the old house built by a missionary society. I would recommend that steps be immediately taken, and an appropriation made to build new school-houses in both districts.

Respectfully submitted.

H. CUMMINS, *Superintendent.*

AKRON, Nov. 4, 1865.

## TUSCARORA RESERVATION.

Hon. V. M. RICE, *Superintendent of Public Instruction:*

Sir—The undersigned, superintendent of the Indian schools on the Tuscarora reservation, respectfully submits the following report for the year ending Sept. 30, 1865:

The whole number of Indian children on the reservation,  
between the ages of 5 and 21 years, is..... 139  
White children..... 16

There have been two schools taught, the length of sessions and  
attendance being as follows:

In district No. 1, Miss Abigail Peck, teacher—  
Whole number of pupils registered ..... 65  
Average attendance..... 30  
Number of weeks' school..... 46

In district No. 2, William H. Sage and Miss Frances R. Pomroy, teachers—

Whole number of pupils registered ..... 7½  
Average attendance..... 2½  
Number of weeks' school..... 3½

The expense during the year has been :

For teachers' wages.....	\$432 00
For books and stationery.....	45 59
For superintending.....	32 00
For traveling expenses, postage and revenue stamps ...	18 00
	<u>\$527 59</u>

In submitting the foregoing report, I would state that the attendance has been very good, and the pupils have made satisfactory progress. Although I do not think it is possible for Indian children to make as good progress as white children, I am satisfied that the money has been at least not wholly squandered. I made a change in text books during the past winter, and introduced Willson's series to quite a large extent, as I think they are better adapted to their wants than any other with which I am acquainted.

Respectfully submitted.

HIRAM POMROY, *Superintendent.*

LOCKPORT, October 13, 1865.

#### ST. REGIS RESERVATION.

Hon. V. M. RICE, *Sup't of Public Instruction :*

Sir—The undersigned, superintendent of Indian schools on the St. Regis reservation, respectfully submits the following report:

The whole number of children residing on the St. Regis reservation on the 30th day of September, 1865, between the ages of 5 and 21 years, was 270. Two schools have been sustained on the reservation during the last year for a term of 42 weeks each. The



le number of children attending school in district No. 1 was and the average daily attendance was 16. Whole number iding district No. 2 was 41, and the average daily attendance

Both schools have been taught by competent and successful ers, and the children have made commendable progress, con- ing their irregular attendance at school. Both school-houses

been thoroughly repaired since Sept. 30, 1864, and are quite comfortable, and are well supplied with all the neces- appliances usually used in our public schools. The children ell supplied with books, slates and stationery. On the whole, k the educational condition of the tribe is gradually improv- and civilization making slow and steady progress. The great of the Indian, intemperance, is gradually on the decrease. The is becoming more industrious, and many of them are making endable progress in a knowledge of agriculture, mechanics he arts. So I think the very liberal appropriations made by ble State for the benefit of these unfortunate beings from to year is not wholly in vain.

of which is respectfully submitted.

WILLIAM GILLIS,

*Sup't of Indian Schools, for the St. Regis Reservation.*

---

#### SHINECOCK RESERVATION.

V. M. RICE, *Sup't of Public Instruction :*

—I respectfully submit the following report of the condition of hool for the benefit of the Indians on the Shinecock reservation: e whole number of children on the reservation between the of 5 and 21 years on the 30th of September, 1865, was 49. hool during the year was taught for 32 weeks. The winter n, of 18 weeks duration, was under the instruction of Mr. G. lcKinney, a colored man from South Carolina. He was em- d by my predecessor, at a salary of \$18 per month. The : number of children attending during the session was 31; erage daily attendance being 17.81. To the inclemency of the er is attributed the low average rate of attendance presented. ummer session was taught by Miss Julia E. Field, and was ued 14 weeks, at a salary of \$2 per week. The whole num- f pupils in attendance was 20, the average being 11.75. : school is now in successful operation under the manage-

ment of Mr. Geo. H. Smith, whom I have employed at a salary of \$20 per month.

I am informed by the teachers that the Indians are generally sober and industrious, but having little or no inclination to cultivate habits of economy, the greater part of them are in indigent circumstances. They have two churches, and are quite regular in attending religious worship. The children have about the same capacity for learning as those of white parentage, but do not seem to possess retentive memories. They show a proper regard to their instructors, and cheerfully submit to the regulations of the school.

These facts seem to warrant the conclusion that the money thus expended for the benefit of the Shinecock Indian children by the State is as productive of beneficial results as that appropriated for any other educational purposes.

CORDELLO D. ELMER,

*Sup't Shinecock Ind. School.*

GREENPORT, Jan. 4, 1866.

( E. )  
STATISTICS OF INDIAN SCHOOLS, 1864-5.

Reservations.	District.	Children, 5-21	Weeks' school.	Pupils registered.	Average attendance.	Cost.
.....	1 } 2 } 3 } 4 } 5 } 6 }	355	{ 28 28 28 28 28 24 }	{ 22 25 22 31 35 21 }		
rus.....	1 } 2 } 3 } 4 } 5 } 6 } 7 } 8 } 9 }	575	{ 28 28 28 24 28 12 15 28 12 }	{ 22 40 42 50 56 19 40 47 34 }	†203	\$3,893 19
.....	1 2	16 21	31 36	12 17	5.67 } 7.05 }	848 52
a.....	1	93	27	58	14	204 77
ada.....	1 } 2 }	227	{ 28 } { 19 }	84	38	218 30
ra.....	1 } 2 }	132	{ 46 36 }	66 73	30 } 28 }	527 69
is.....	1 } 2 }	270	{ 42 42 }	84 41	10 } 10 }	435 00
ok.....	1	49	32	31	15	109 00
		1,738	28.2*	971	466.72	\$5,736 47

\*age number of weeks' school.  
Average attendance upon the schools in the Allegany and Cattaraugus reservations  
†ted at about two-fifths of the registered number.

(F.)

## STATISTICS OF TEACHERS' INSTITUTES.

	Number of counties.	Number of Institutes.	Teachers in attendance.	Amount by the
1854 .....	19	19	1,100	\$1,10
1855 .....	36	36	2,000	2,00
1856 .....	--	--	3,000	1,02
1857 .....	41	--	-----	4,32
1858 .....	48	--	-----	4,19
1859 .....	50	51	6,766	4,93
1860 .....	47	54	5,913	6,41
1861 .....	48	52	7,556	8,09
1862 .....	52	62	9,444	8,66
1863 .....	47	55	9,027	9,68
1864 .....	50	54	7,524	9,99
1865 .....	54	63	8,887	14,91

*Comparative statistics for the last seven years.*

1859. 50 counties; 51 institutes; amount paid, \$4,931.38.

Teachers in attendance, 6,766.

Average per county,  $135\frac{1}{2}$ .

Average per institute,  $132\frac{1}{2}$ .

Expense per county (average), \$98.62 $\frac{1}{2}$ .

Expense per teacher,  $72\frac{1}{2}$ c.

1860. 47 counties; 54 institutes; amount paid, \$6,419.62.

Teachers in attendance, 5,913.

Average per county,  $125\frac{3}{4}$ .

Average per institute,  $109\frac{1}{2}$ .

Expense per county (average), \$136.58 $\frac{3}{4}$ .

Expense per teacher, \$1.08 $\frac{1}{2}$ .

1861. 48 counties; 52 institutes; amount paid, \$8,092.77.

Teachers in attendance, 7,556.

Average per county,  $157\frac{1}{4}$ .

Average per institute,  $145\frac{1}{3}$ .

Expense per county (average), \$168.60.

Expense per teacher, \$1.07.

1862. 52 counties; 62 institutes; amount paid, \$8,665.16.  
Teachers in attendance, 9,444.  
Average per county, 181½.  
Average per institute, 152½.  
Expense per county (average), \$166.63½.  
Expense per teacher, 91¾c.
963. 47 counties; 55 institutes; amount paid, \$9,680.28.  
Teachers in attendance, 9,027.  
Average per county, 192.  
Average per institute, 164.  
Expense per county, \$205.96.  
Expense per teacher, \$1.072.
4. 50 counties; 54 institutes; amount paid, \$9,991.62.  
Teachers in attendance, 7,524.  
Average per county, 150½.  
Average per institute, 139.  
Expense per county, \$199.83.  
Expense per teacher, \$1.327.
5. 54 counties; 63 institutes; cost, \$14,916.39.  
Teachers in attendance, 8,887.  
Average per county, 164.57.  
Average per institute, 141.  
Expense per county, \$276.22.  
Expense per teacher, \$1.67.

( G. )

# REPORTS OF SCHOOL COMMISSIONERS AND CITY SUPERINTENDENTS.

## CITY OF ALBANY.

OFFICE OF THE BOARD OF EDUCATION, }  
ALBANY, January 17, 1866. }

V. M. RICE, Esq., *Superintendent of Public Instruction :*

Dear Sir—In answer to your order, requiring a Report of the condition of the public schools in this city, I hereby respectfully report as follows :

There are fifteen public schools in the city of Albany, east of Ferry street, of which I am superintendent. There are three schools west of Ferry street, one of which is a joint district, and situated in the town of Guilderland. The schools west of Ferry street are in charge of a superintendent, who makes his report to the Board of Education, and who draws the pro-rata of public money through this office.

According to the last school census, there were twenty-one thousand nine hundred and fifty children in the city between the ages of five and twenty-one years. The average daily attendance during the year has been good. In the winter, the schools are crowded to their utmost capacity. This is no doubt the case throughout the State; but as many of the children are obliged, through the poverty of their parents, to seek some employment during the business season, the number of pupils is somewhat diminished.

The branches taught are spelling, reading, writing, written arithmetic, mental arithmetic, geography, grammar, algebra, and geometry. The singing in all the public schools is under the charge of a professor of music employed for that purpose.

There are fifteen male and eighty-two female teachers. One of the schools is set apart for the instruction of colored children : this school is not large enough to require any assistants. The salary of each principal per annum is twelve hundred dollars, with the exception of the principal of the colored school, who receives seven hundred dollars. Each female teacher receives a salary of three hundred and fifty dollars per annum. The laws made by the Board of Education require the teachers to be in their places at a quarter of an hour before the commencement of school exercises ; and this arrangement is so effective in securing punctuality of attendance, that scarcely any delinquencies occur.

The school houses are built of brick, well heated and ventilated, and supplied with requisite furniture and apparatus. In one case the new patent desk has been introduced, and is found to be a great improvement.

The schools are kept open for ten months during the year ; a vacation of six weeks being allowed in the summer, and a week between Christmas and New Year. The libraries connected with the public schools contain about five thousand volumes.

All of which is respectfully submitted.

JOHN MORGAN, *Secretary*.

#### ALLEGANY COUNTY—SECOND DISTRICT.

Hon. V. M. RICE, *Superintendent of Public Instruction* :

Sir—The following Report is respectfully submitted in relation to the condition of schools in District No. 2, Allegany county.

There are in this district 117 whole districts and four joint districts with school houses in this county, four joint districts with school houses in other counties, one separate neighborhood with school house in Pennsylvania.

The whole number of children over five and under 21 years of age, is 7,787; the whole number who have attended school during the year, is 5,824 ; whole number of days attendance, 399,599; average daily attendance, 2,692.043. If each child who attended school had been present every day school was in session, it would have given a total attendance of 815,360 days. Deduct from this number 399,599, the number of days actual attendance, and we have 415,761 days lost time from irregularity of attendance ; divide by 365, and we have 1,139 full years ; or divide by 140, and we have 2,962 school years. It is believed that the new law apportioning a share of the public money to districts on the basis of average daily attendance, will help to remedy this evil. In all my visits among the schools, I have urged the importance of regular attendance, with all the arguments I could present.

TEACHERS.—During the year, 251 different teachers have been employed; 22 males, 229 females; less than nine per cent males. Good teachers are always scarce, and even poor ones are becoming so. Trustees have with difficulty found teachers for the schools the present winter. Formerly we had from one to half a dozen applicants for each school. I can not say that the grade of qualification has advanced in proportion to the scarcity of applicants. First grade teachers leave for other States or counties, where they say they get better pay. The academies in this county have furnished a large number of first class teachers ; but as yet we have secured their services for only a limited period. Our best Allegany teachers are to be found scattered all over the Western States.

WAGES.—Wages for females, exclusive of board, are from \$3 to \$6 per week ; males, from \$25 to \$50 per month of 20 days, during the winter ; and from \$2 to \$4 per week for females, during the summer.

INSTITUTES.—The Annual Institute was held in the Court House at Belmont for a term of two weeks, with the largest attendance ever had in the county, namely 150. The Institute, under the direction of Prof. JOHN

G. MURPHY, was divided into three sections, each reciting at the same time for half an hour; one section under the direction of the Principal, one under the direction of Prof. LEWIS, and one under the direction of the Commissioners. Every member of the Institute received instruction in three different branches, from three different teachers, in three half hours; at the expiration of which time a new set of studies came on the programme, and the Institute is rotated through three different branches the same as before. Instruction was given in general session, in Elocution, by Prof. JONATHAN ALLEN of Alfred, with very great acceptance; also in Analysis of Language, by Prof. MURPHY; together with lectures by the undersigned Commissioner, on Anatomy and Physiology. It is believed that we had more work well done than at any former Institute. The sentiment in favor of institutes has taken deeper root, and become wider spread than ever before. Our county is so large that we really need two Institutes, one for each Commissioner district. At our last Institute, no time was taken up with evening lectures. It is but just to say, in this connection, that as disciplinarian, instructor, and conductor of Calisthenics, Prof. MURPHY is not easily to be excelled. The difference in school management is more marked than ever before, in favor of teachers who have attended Institute.

We need more training schools for teachers; at least we need more teachers who have been trained in the art of teaching. Every person, before teaching, should pass through an experimental training school.

SCHOOL HOUSES.—School houses in this district, classified according to structure, are as follows: Log, 2; frame, 117; vacant dwelling houses, 2; total, 121. Five new school houses are in progress for building next summer; one at Cuba, to be built of brick, at a cost of \$5,500. Two school houses have been condemned the past year, by the Commissioner and Supervisor of the town of Ward; they will be replaced next summer by new ones.

TRUSTEES.—In many instances, the persons elected to the office of trustee are poorly qualified to discharge the duties of the office. If any one doubts this statement, let him examine the last bundle of trustees' reports received at this office. Several districts have attempted to change from one to three trustees since the law prohibited such changes, and thus got into some confusion. Decisions from the State Department have regulated this.

LIBRARIES.—Libraries are almost entirely neglected. In many of the libraries, the most valuable books are either lost or destroyed. Less than one-half the library money apportioned to districts last spring is reported as being expended for books. It is certain that library money is applied to the payment of teachers' wages, contrary to law.

TEXT-BOOKS.—I am struggling to establish a uniformity of text-books in my district; but I am not clothed with any authority except to counsel and advise, and the progress is really slow. There is an incalculable waste of the time and energies of the teacher, caused by this endless diversity and mixture of text-books. This is an evil which calls loudly for reform.



**OFFICIAL DUTIES.**—The routine of official duties is the same as reported last year; among the most perplexing of which, is the alteration, annulling, and dividing of school districts.

Respectfully yours,

WALTER D. RENWICK,

*School Commissioner.*

### CATTARAUGUS COUNTY—FIRST DISTRICT.

Hon. V. M. RICE, *Superintendent of Public Instruction:*

Dear Sir—Having been appointed to the office of School Commissioner in June last, I have had but little time or opportunity to collect material for a report on school matters. As soon as I received my appointment, I commenced visiting schools, and have been laboring ever since. By another year, I hope I shall be able to report some progress. In my visitations I found some good schools, and some poor ones. There are quite a number of small districts whose principal aim seems to be to obtain teachers at a low price; and as a consequence, the schools are generally as low as the price.

My abstract will furnish you all necessary figures; and from them you can judge of the condition of the schools in this district, much better than from any statement which I can make in a report.

Yours, very respectfully,

D. R. CAMPBELL,

*School Commissioner.*

ELGIN, Jan. 22, 1866.

### CAYUGA COUNTY—FIRST DISTRICT.

To the Hon. VICTOR M. RICE,

*Superintendent of Public Instruction:*

The undersigned begs leave to submit the following Report:

During the past year, GOD has signally blessed us as a nation, not only in giving us success to our arms in quelling the Slaveholders' Rebellion; rending the servile yoke from four millions of down-trodden Africans; making glad the hearts of thousands by the return of our heroes from many a well-fought battle-field; but also in inspiring in the minds of our people that the main pillar of Republican Institutions is our Common School System. This, properly supervised, is the beacon-light on every hill-top, in every valley, and along every dangerous coast. A returned soldier, pointing to the school houses as he passed, exclaimed: "These are the safeguards of our Republic; we didn't find them down South." And since they are the primary institutions for the diffusion of knowledge among all classes of society, rich or poor, high or low, bond or free, there is truth in the observation. But in order to secure the greatest possible results, more attention is necessary from the masses of the people. That the schools are

G. MURPHY, was divided into three sections, each reciting at the same time for half an hour; one section under the direction of the Principal, one under the direction of Prof. LEWIS, and one under the direction of the Commissioners. Every member of the Institute received instruction in three different branches, from three different teachers, in three half hours; at the expiration of which time a new set of studies came on the programme, and the Institute is rotated through three different branches the same as before. Instruction was given in general session, in Elocution, by Prof. JONATHAN ALLEN of Alfred, with very great acceptance; also in Analysis of Language, by Prof. MURPHY; together with lectures by the undersigned Commissioner, on Anatomy and Physiology. It is believed that we had more work well done than at any former Institute. The sentiment in favor of institutes has taken deeper root, and become wider spread than ever before. Our county is so large that we really need two Institutes, one for each Commissioner district. At our last Institute, no time was taken up with evening lectures. It is but just to say, in this connection, that as disciplinarian, instructor, and conductor of Calisthenics, Prof. MURPHY not easily to be excelled. The difference in school management is more marked than ever before, in favor of teachers who have attended Institutes.

We need more training schools for teachers; at least we need more teachers who have been trained in the art of teaching. Every person, before teaching, should pass through an experimental training school.

SCHOOL HOUSES.—School houses in this district, classified according to structure, are as follows: Log, 2; frame, 117; vacant dwelling houses, total, 121. Five new school houses are in progress for building next summer; one at Cuba, to be built of brick, at a cost of \$5,500. Two school houses have been condemned the past year, by the Commissioner and Supervisor of the town of Ward; they will be replaced next summer by new ones.

TRUSTEES.—In many instances, the persons elected to the office of trustee are poorly qualified to discharge the duties of the office. If any doubts this statement, let him examine the last bundle of trustees' reports received at this office. Several districts have attempted to change from one to three trustees since the law prohibited such changes, and thus into some confusion. Decisions from the State Department have regulated this.

LIBRARIES.—Libraries are almost entirely neglected. In many of the libraries, the most valuable books are either lost or destroyed. Less than one-half the library money apportioned to districts last spring is reported as being expended for books. It is certain that library money is applied to the payment of teachers' wages, contrary to law.

TEXT-BOOKS.—I am struggling to establish a uniformity of text-books in my district; but I am not clothed with any authority except to counsel and advise, and the progress is really slow. There is an incalculable waste of the time and energies of the teacher, caused by this endless diversity and mixture of text-books. This is an evil which calls loudly for reform.

**OFFICIAL DUTIES.**—The routine of official duties is the same as reported last year; among the most perplexing of which, is the alteration, annulling, and dividing of school districts.

Respectfully yours,

WALTER D. RENWICK,

*School Commissioner.*

### CATTARAUGUS COUNTY—FIRST DISTRICT.

Hon. V. M. RICE, *Superintendent of Public Instruction:*

Dear Sir—Having been appointed to the office of School Commissioner in June last, I have had but little time or opportunity to collect material for a report on school matters. As soon as I received my appointment, I commenced visiting schools, and have been laboring ever since. By another year, I hope I shall be able to report some progress. In my visitations I found some good schools, and some poor ones. There are quite a number of small districts whose principal aim seems to be to obtain teachers at a low price; and as a consequence, the schools are generally as low as the price.

My abstract will furnish you all necessary figures; and from them you can judge of the condition of the schools in this district, much better than from any statement which I can make in a report.

Yours, very respectfully,

D. R. CAMPBELL,

*School Commissioner.*

ELGIN, Jan. 22, 1866.

### CAYUGA COUNTY—FIRST DISTRICT.

To the Hon. VICTOR M. RICE,

*Superintendent of Public Instruction:*

The undersigned begs leave to submit the following Report:

During the past year, GOD has signally blessed us as a nation, not only in giving us success to our arms in quelling the Slaveholders' Rebellion; rending the servile yoke from four millions of down-trodden Africans; making glad the hearts of thousands by the return of our heroes from many a well-fought battle-field; but also in inspiring in the minds of our people that the main pillar of Republican Institutions is our Common School System. This, properly supervised, is the beacon-light on every hill-top, in every valley, and along every dangerous coast. A returned soldier, pointing to the school houses as he passed, exclaimed: "These are the safeguards of our Republic; we didn't find them down South." And since they are the primary institutions for the diffusion of knowledge among all classes of society, rich or poor, high or low, bond or free, there is truth in the observation. But in order to secure the greatest possible results, more attention is necessary from the masses of the people. That the schools are

able to take care of themselves, as some suppose, is plainly inconsistent. A watchful care on the part of every member of community, and an efficient supervision free from sectional jealousies and local prejudices, should characterize this important interest. To this end, that all may be interested in the great cause of national civilization and enlightenment, and thereby become wiser and better, and more perfectly fulfill the duties and obligations we owe to God and man, has our task as School Commissioner been performed; and we hope we have not labored in vain.

**PUPILS, &c.**—During the year, 4,538 children in my district have been educated to some extent at an expense of \$19,018, averaging \$4.19 per scholar! When it is remembered that \$7,411 of the above amount is furnished by the U. S. Deposit Fund and the proceeds of the Gospel and School lands in the various towns, leaving only \$11,607 in the aggregate, or the insignificant sum of \$2.56 per annum for the tuition of a pupil, is it not astonishing that men of common sense will run themselves out of breath to find a cheap teacher, and employ the very lowest grade at that, in order that the school bill may not “come so high?” Why there is not a man in all the district, who chews tobacco, but pays twice as much for the filthy weed, and he never thinks of complaining of the expense.

**OUR SCHOOLS** have been taught on an average 170 days, and the whole number of days attendance of all the children is 340,884; dividing the number by 4,538, the whole number of pupils attending school, and we have 75, the average number of days each one has attended. Hence it appears that had all the scholars attended punctually, just as much instruction could have been given in 75 days as was imparted in the 170, and the extra expense of continuing the school the additional 95 days saved. Had no time been lost by any pupil, the whole number of days’ attendance would have been 771,460. If then the benefit derived is in proportion to the time of attending school, these punctual pupils would have been more than twice as far advanced with the same instruction and outlay of money; or in other words, nineteen thirty-fourths of \$19,018, or \$10,627, would have been saved, had the children attended the schools punctually. It is hoped that parents will look to this matter, and avoid these serious results hereafter. In carefully inquiring into this state of things, I am constrained to say, that “rate-bill” is the primary and most efficient cause of the mischief. In nearly every district, there are several who will withhold their children from school, especially if the trustees employ a first grade teacher, and pay accordingly; and this has kept many of our schools below par, and actually resulted in defrauding the children of the means of good instruction. Hence I would most earnestly recommend that the rate-bill be dispensed with.

**SCHOOL HOUSES.**—I have taken pains to ascertain certain facts concerning our school houses, which, I am sorry to say, do not reflect so much credit upon us, as my former reports would seem to warrant. There are 10 school houses at the present time, two having been burnt. Much has been said and written about them, and I now propose to add another fact, for the purpose of calling the attention of our good people to the essential requisites

of a comfortable school house. It is not often the case that school yards are too large, but I am constrained to say that such is the fact with 68 in this district; that is, they are too long for the width. If the teachers of these schools should command the pupils not to go out of the *yard* to play, you might see them playing in the streets of Albany without violating the prohibition. I repeat the sorrowful fact that *sixty-eight* of our school houses stand in the road! Cattle, geese, pigs, and children, are mingled as free commoners all about the school premises, and in some instances it is difficult to tell which holds the highest title; the former, by right of possession night and day, seem to dispute the matter with wonderful tenacity. At Fair Haven, last summer, my attention was called to this fact by the teacher, where the area around the school house seemed to be a general rendezvous for all the cattle, pigs and geese in the village; in consequence, the children were necessarily deprived of their play ground.

Special credit should be given, however, to District No. 2, Cato, whose school grounds, consisting of  $\frac{1}{4}$  of an acre, are ornamented with shade trees and shrubbery, which shows an interest we would like to see in every district; but, alas! the remaining *twelve* in this town have no fenced yards. In Conquest, District No. 7, bears the palm; while the *eleven* remaining are like the *twelve* in Cato. Districts Nos. 1 and 6, in Ira, have very small yards, fenced in; but the remaining *twelve* are like the *eleven* in Conquest. In Sterling, District No. 2 has a yard, two by three—I mean rods, not feet; and the remaining *thirteen* are like the *twelve* in Ira. Districts No. 5, 14 and 15, in Victory, have fenced yards; while the remaining *twelve* are like the *thirteen* in Sterling. In Montezuma, Districts Nos. 1, 5 and 7, are fenced, and *four* are not. In Throop, Districts Nos. 1, 2 and 4, fenced; *three* unfenced. In Mentz, Districts Nos. 1, 3, 4 and 5, are fenced, and *one* only without a yard. If, by reiterating that the condition of the school premises always indicates the intelligence of a people, would rectify this matter, I would give line upon line and precept upon precept. There is a great deal of land in this country for farming purposes—for growing fine horses, cattle, sheep, &c.; but very little for school purposes—for growing fine children, and educating them physically as well as intellectually.

Notwithstanding these unfavorable things, we are encouraged by the fact that more new houses are in process of erection than in any one year heretofore since I have been commissioner. District No. 2, Throop, has erected a new brick house at an expense of about \$1,500. Although we were obliged to "condemn" the old one, yet the new house is universally approved, and it reflects credit upon the intelligence and enterprise of the community. The people really believe that no better investment can be made, than by putting their money in the Common School Bank, and then sustaining a first class teacher. They have been fortunate in securing the services of J. S. BRISTOL as teacher, who had previously been engaged for many years in the city of Auburn, and who ranks among the first in his

profession. I take pleasure in recommending him as eminently qualified to bear the honors of the State Certificate, and hope it may be granted him by the Department of Public Instruction.

District No. 8, Victory, have repaired their house, making everything new except the frame; and the internal arrangements are very convenient and comfortable.

District No. 9, Ira, have voted unanimously to build a new house, and the plan adopted will make one of the finest buildings in town. Full three fourths of an acre has been selected for the site; and nearly all the modern improvements in regard to ventilation, recitation seats, desks, ante-room &c., will be used. We congratulate the people of this district upon the harmony that prevails, and their determination to have a good house.

TRUSTEES.—If the law required but ONE TRUSTEE, it would be readily complied with in this section; and if that trustee should have a per diem allowance of one dollar for every day actually engaged in district business I have no doubt it would meet with a hearty response from the people. There is no reason why a man should not be paid for his services when he works for a multitude, as well as when he works for one. Many of our trustees, the most faithful especially, spent several days in procuring teachers and attending to school matters; and it is no small burden well borne by one, but, when distributed among the tax-payers according to property, it would be but a trifle for each. Again, the business would be much better performed; better teachers would be procured, and consequently better schools. As the case now stands, many wait for some itinerant pedagogue to come along, and then employ the first applicant without regard to the grade of his certificate, or whether he has any certificate at all. It is somewhat difficult to get the best man for the place to serve, in many districts, simply because it is not only a loss of time, but a loss of business with no return whatever. Justice and expediency both demand that trustees be paid for their services.

MUSIC.—A majority of our teachers have singing in their schools, but few give instruction in the science of music. The former exercise is better than nothing, though it would be far preferable to have both the theory and practice a daily exercise in every school. I am aware some opposition still exists to its universal introduction, but this opposition is gradually fading away; our best teachers and schools too plainly manifest its utility, for the continuance of this absurd notion. Its effects upon the pupils amply repay the time and labor. I am decidedly in favor of making a knowledge of the science of music a legal requirement in a common school teacher. When we take into consideration its humanizing, softening and refining influence, why should it not be? It is said that amidst the wild inhabitants of Thrace, Orpheus with his harp commenced the work of civilization. The barbarians, struck with awe and reverence by his melodious strains, threw aside their weapons of human destruction, hushed the rude passions of their warlike breasts, and came trembling to his side. With admiration and silent awe they gazed upon the strange visitor; while their spirits, tremulo

with emotion, vibrated in unison with the soft melody of music. Feelings never before felt, emotions never before excited in their savage bosoms, arose within their souls; and with a consciousness of a higher and nobler destination, they put aside their heathenish customs and brutal manners, and stood erect, disenthralled, clothed with mental and moral power in the dignity of civilized man. Such is the Grecian fable; and whether actually and literally true, or whether Orpheus is merely the type or personification of the music of the ancient Greeks, it matters not: the moral of the story and the natural inference is, Music, heaven-inspiring Music, was considered, as it now is by the refined and educated, the means as well as the indication of civilization and refinement. Man is naturally a musical being. In fact the whole creation is full of music. We hear it, not only in the "harp of a thousand strings," the human voice, but in the purling brook, chiming its melody over its pebbly way; in the sighing winds, and in the ocean's roar; in the marshy pool, and amid the warblers of the grove. Nature is lavish of this soul-stirring element; it pervades everything, and he who opposes its introduction into school, "having no music in his soul," must be a monster in human form. Why! it is designed to awaken every emotion of the human heart, whether of joy or grief, love or hate, hope or despair: there is no chord that it leaves untouched, no sentiment that it will not inspire. "But," we hear it said, "it may be turned to base purposes." Then it is not music; but "like sweet bells jangled out of tune and harsh," it palls the moral sense. When thus dethroned, its heavenly missions are forgotten. But this is rather an argument in its favor: it shows its power. Give it a right direction—grossness vanishes, and refinement follows. It is always associated, in its higher state of improvement, with the pure and lovely, and expresses "what is truest and deepest in a noble soul." Like poetry, it is the expression of feeling, sentiment and passion. "With respect to its pure and refined pleasures," says Lord Kames, "Music goes hand and hand with Gardening and Architecture, her sister arts, in humanizing and polishing the mind." Polybius illustrates the effects of music upon a nation, through a long series of years. He speaks of the people of Cynætha, a tribe of the Arcadians who inhabit the high countries of Greece: the Arcadians have always been celebrated for their piety, humanity and hospitality; while the Cynæthians, who speak the same language, inhabit the same country, and live under the same government, are distinguished from the Arcadians by savage manners, wickedness and cruelty. "I can attribute this difference to no other cause," says the Historian, "but a total neglect among the people of Cynætha of an institution established amongst the ancient Arcadians: I mean the discipline and exercise of that genuine and perfect music, which is useful in every state, but necessary to the Arcadians, whose manners, originally rigid and austere, made it of the greatest importance to incorporate this art into the very essence of their government." Their children are early taught the music of their great masters, Philoxenus and Timotheus, and assemble yearly to

practice and exhibit: they are also taught instrumental music, which they perform with great skill and sweetness. The Historian further adds: "It is evident that these ceremonies were not introduced for idle pleasure, but to soften the rough and stubborn temper of the Arcadians; but the Cyntheians, neglecting these arts, have become so fierce and savage that the city is not another city in Greece so remarkable for frequent and great enormities." If "History is philosophy teaching by example," it may be wise of us as a nation to heed the teacher *Philosophy*, and follow the example of the Arcadians; for if there ever was a nation that required the softening influence of Music, it is ours. We are composed of heterogeneous materials; our people are a *hotch-potch* collection, into which every nation on the earth has thrown its representative. To bring this discordant assemblage, this chaotic jargon into harmony, requires the skill and talents of every Common School Teacher trained by a Master Performer.

THE TEACHERS' INSTITUTE for the northern section of Cayuga county was held at Meridian. Lectures were delivered by the following gentlemen:—Rev. Mr. DOTY: subject, "Physical condition, and its care necessary for teachers." Rev. A. LINDSAY: "The Claims of Phonography." Rev. HENRY FOWLER: "Labor of hands, head and heart." Rev. M. STEELE: "Education and Educators." Rev. I. WILKINSON: 1, "Nathaniel Bowditch;" 2, "The Bible and the Sciences." Rev. Mr. WATSON: "The Teacher's work and responsibility." Class drills in all the branches taught in our common schools, and Singing conducted by Mr. and Mrs. LINDSAY, were the daily exercises of the Institute. Prof. E. ARNOLD: Reading and Elocution, and Mr. HINMAN in Arithmetic and Grammar gave efficient aid the second week of the session. The whole number of teachers in attendance was 104; and so far as we have been able to ascertain, it seems to be regarded by the teachers as one of the most profitable Institutes in this county. They came together for mutual improvement and the time was well spent in a rapid review of the common branches and the different modes of presenting them. The discussions awakened an interest which resulted in organizing a "Lecture Association and Lyceum" in our place, which is in a very flourishing condition at the present time. About two dozen of Wickersham's "School Economy" and "Methods of Instruction," were procured by the teachers, and the result is manifest in every school where these works have gone. I most earnestly recommend their perusal by every teacher.

THE EXAMINATION OF ACADEMY STUDENTS by the Regents of the University is producing excellent results; and it is hoped it may be continued from year to year, forever. Commissioners have seen and felt the necessity of some such expedient, to awaken these higher institutions of learning to the wants and necessities of our common schools. The fundamentals have been neglected, and I presume the examination returns will convince the Regents of this fact. Though there may be some grumbling, and complaints of partiality, &c. &c., yet it is a good thing. Con-



missioners certainly have no fault to find though the Regents are put *in suis loco* in this respect, but hope they will persevere in well-doing.

THE NEW SCHOOL LAW is deservedly popular: it is a long step in the right direction; and when the Legislature will allow the "rate-bill" to be stricken out, we shall have a school system in every respect worthy the Empire State. Many trustees and others are looking anxiously for the promised "New Code of Public Instruction," and hope to have it in their possession before the present school-year closes.

No PRIVATE SCHOOLS were reported by the Trustees; and we were congratulating ourselves upon the triumph of the common schools during the past year over every private enterprise of the kind, when, lo! as by the stroke of an enchantress' wand, three sprang up this winter: one at Pineville, in Conquest, in consequence of the dilapidated condition of their old house; one at Fair Haven, in Sterling, for a similar reason, and the additional fact that their old house is altogether too small; and one at Sterling Valley, because, as I am informed, of diversity of views as to who should be teacher.

So far as economy is concerned, the common school is decidedly the cheaper, and, with the same amount of care and interest, can be rendered the best. Few if any private schools charge less than \$5 tuition per quarter, or \$15 a year per pupil. We have already seen that the expense of our common schools is but \$4.19 per annum; while more than one-third of that amount is paid by the State, leaving but \$2.56 for the parent to pay for a year's schooling: subtract this sum from \$15, and we have \$13.44 per year, the excess of private tuition over public. Still these districts have a right to maintain private schools if they please, and it is none of our business to interfere; and we will not: but we have a right to show them how much more they cost than the public; and further to show them if they would but double the expense of the public school (instead of making it six times as much as they do in the private), they would put it beyond the possibility of a private school to exist. What we need in our country, is, the *Common School, Academy, and College*: these liberally sustained, and there is no necessity of any other institution of learning.

IN CONCLUSION, I would urge upon our people the necessity of more earnestness and zeal in this good cause, that we may realize the ideal of the Fathers of our Republic. FRANKLIN said, "A newspaper and a Bible in every house, a good school in every district, all studied and appreciated as they merit, are the principal support of virtue, morality and civil liberty."

It is our duty and privilege to aid in this great and noble work which God has imposed upon us. May we be strong, and quit ourselves like men—sowing the seeds of knowledge broadcast; and though it be a thankless task, and no immediate prospect of the harvest appears, yet, persevering in patience and in hope, "receiving every man's censure, but reserving our judgment," may we not weary in well-doing. There is encouragement

in the thought that the youth of succeeding generations will honor our efforts. Hence,

“ How beautiful who scatters wide and free,  
The gold-bright seeds of loved and loving truth !  
By whose perpetual hand each day supplied,  
Leaps to new life the bounding heart of youth.”

ISRAEL WILKINSON.

MERIDIAN, Dec. 30, 1865.

### CAYUGA COUNTY—SECOND DISTRICT.

Hon. V. M. RICE, *Superintendent Public Instruction* :

Sir—In accordance with the requirements of your Department, I respectfully submit the following report of the condition of schools in my district:

The percentage of children of school age, who have attended school during the past year, varies but little from that of the year before, viz., about 65 per cent. of those between five and twenty-one years of age. My opinion of the effect of rate-bills upon the attendance of the children, is the same as that expressed last year, and may be summed up in these words: *Common schools should all be free.* I am glad to record that another has been added to the list of free schools in this district during the past year; and I shall use my best endeavors always to encourage trustees to organize into free school districts, until the law makes all our schools free. Of course, some men will object to paying the necessary taxes; so they *do* object to paying the taxes to build school houses, and still school houses are built and they have to help pay for them. But I do not intend to enter into an argument in favor of free schools; only this I will say, I shall continue to urge the matter until it is the law, and I venture to say that few years will pass before this is the case.

In regard to school houses, I am happy to state that, notwithstanding the high prices of labor and materials, one new house has been erected in my district during the past year—one that is an ornament to any district—costing about \$1,500.

There are yet in use in this commissioner district some ten or twelve school houses that are a disgrace to the times and the communities in which they stand. If the law gave me the power, I should condemn several of them at once; but the proviso in the law, requiring the consent of the Supervisor to such condemnation, makes it, in fact, a dead letter. Supervisors are too much in fear of losing *political strength* to give the consent to any such arrangement, where any of their friends object. Most of our school houses are heated with wood; as to ventilation, few have any conveniences except the lowering of the windows. Many need no *exterior* provision—the crevices in the walls and the loose windows affording every facility for the escape of impure and the ingress of pure air.

In most cases, if we urge upon the trustees the necessity of their building a new school house, they bring up the price of materials, &c. The fact

that when they are convinced of the necessity, and are willing to pay their share of the expense, they wish to put the matter off, and thus escape the responsibility and labor of acting as building committee.

While speaking of trustees, I will mention the fact that out of the seventy-five reports received by me this fall, not one was literally correct; many were very far from correct, and some were a disgrace to any enlightened citizen in this day of boasted intelligence. Why is it so? Many of those reports were made out by what are termed good business men, that is, men who are considered capable of doing any of the ordinary business in their particular line in a creditable way. The trouble is here (and my object in speaking of it is to call the attention of educators to the fact): Our children are not taught practical things enough. Teachers are required only to teach those things contained in the books, and patrons are not awake to the true interests of their children when they rest satisfied with instruction in the subjects treated of in our common school books. I mean, of course, those books generally used in our common schools. If a boy is taught in school to exercise his thinking powers, to treat the text-books merely as guides to learning, and not as containing all there is to be learned; if he is taught to be original, and to exercise the powers God has given him, not only in working out the problems prepared for him by the authors of school books, but also to learn to adapt his mind to the things claiming his attention through life; I say if he is taught in a *practical manner*, there will be little occasion for the complaints that now go up from every commissioner about the inefficiency of school trustees.

I consider trustees as a very much abused set of individuals; and while my own temper has suffered fearfully in attempting to make an abstract of their reports, my heart has bled to think that even now, among our teachers, there are so few who fully appreciate their position, and so few who have any idea of training the children under their charge for the practical duties of life, by explanations, by incitement to original thinking, and by the other thousand ways always at the command of the true teacher.

There is a little book, published by A. S. BARNES & Co., that I shall take the liberty of introducing to the notice of those who read this report. My object in doing so is not to benefit publishers or author, but only to bring to the notice of those interested a work needed in every common school in the land. I refer to the "*Young Citizens' Catechism*," by ELISHA P. HOWE, containing information comprised in no other school book I have seen, at least in so condensed and convenient a form. And yet the author of this work is now serving as School Commissioner in an adjoining county, at a salary of \$500, thus evincing a desire to benefit the rising generation to the utmost of his ability for the smallest pay received by any public officer for the amount of service rendered.

The proportion of teachers who intend to follow teaching as a profession in my district, I should think is about one in fifty. More than five-sixths of the teachers employed during the past year have been females. The

average wages are about the same as last year, perhaps a little better. Even now teaching offers so little inducement, pecuniarily, that we do as a general thing, secure the best class of minds in that direction. Not in twenty has studied any work on the theory and practice of teaching; over one in four has evinced a proper desire to learn by attending the Teachers' Institute, or in any other way show a disposition to prepare for *profession*. Our very best teachers are derived from the pupils instructed in the Teachers' classes in our academies, and I think the wisdom displayed by the Regents in their selection of schools to instruct such classes has been praiseworthy.

I sent to the Normal School three pupils at the commencement of the term, and have two or three more applicants for admission at the beginning of next term, if there is a chance for them. In making these appointments I have endeavored to select those who had shown a special aptitude for teaching. I have recommended one person only for a State certificate although I have received many applications. The one recommended has made no application and expected no certificate of that kind.

But one private school has been reported to me. No parochial school or schools for colored children. In this Commissioner District color is a bar from the schools intended for *all citizens*.

In this district are four Free Union Schools: one in the village of Weepersport (No. 8, Brutus); one in the village of Cayuga (No. 4, Aurelius); one in the village of Union Springs (No. 2, Springport); and one lately organized in the town of Aurelius (known as District No. 6, Aurelius). The first three organized under the law of 1853; the last one under the law passed by the Legislature May 2, 1864.

As to district libraries I have very little to report—the less said, the better. The unusual diffusion of newspapers and cheap periodicals does away with the usefulness of district libraries, and the money appropriated for them is very properly, I think, used for teachers' wages in most cases.

The sentiment of the people in regard to the subject of one or three trustees is about equally divided. I favor the one trustee system.

The other Commissioner in the county will give you a report as to Institutes, I presume. Sickness in my family hindered me from attending. As to a detail of my labors I can say but little. I have done the best I could. In my examination I have endeavored to instruct as well as examine. I trust that the condition of schools in the district will speak more plainly than I could of the result of my labors.

Yours truly,

WM. G. ELLERY.

Com. 2d District, Cayuga Co

OWASCO, Dec. 15, 1865.

## CHAUTAUQUA COUNTY—FIRST DISTRICT.

Hon. V. M. RICE, *Superintendent of Public Instruction* :

Sir—The undersigned would respectfully submit the following Report:

The Statistical and Financial Report, which I have forwarded to the Department, will show you the figures of this commissioner district. I will try and present to the Department facts which will help you to more fully understand where and what the District Schools of this district are to-day.

SCHOOLS.—To particularize would occupy more time and space than the subject would warrant under my treatment. I shall therefore give you only the outline of our schools. The First District of Chautauqua county comprises 12 towns, which contain 155 school districts, in which, during the past year, have been taught 156 schools; five of the schools have employed two teachers at the same time. We have seven private schools in this district, with an attendance of 145 pupils. These, with the exception of the Westfield Academy, are all the schools that we have for the education of the people.

SCHOOL HOUSES.—I have to report a great neglect in the keeping of our school houses in good and sufficient repair. Some are sadly neglected; they are not kept painted as they ought to be, inside or out; glass remains unset for months, and they have the general appearance of neglect and dilapidation; in some, a considerable portion of the ceiling is fallen. In this age of science and progress, for a school room to be furnished with a desk extending around the outside of the room, with hard oak boards with sticks stuck in for seats, is certainly 50 years behind the times. More than this, poor school houses still continue to disgrace some of our districts. Buildings in which some of our wealthy farmers would not stable their cattle in the inclement season of winter, are used for school houses. I have condemned four of these frail monuments of the ignorance and wickedness of the people. For the past eight months, I have labored earnestly and as faithfully as I could to abate this evil, but with but little effect. Could you hear the ideas expressed as regards the Commissioner for condemning a school house which was reported as worth only five dollars, I think that you would more fully understand the governing idea in many of our schools. I trust that some law may soon be enacted which will compel school districts to provide suitable school houses.

TEACHERS.—In speaking of the teachers, I feel a just pride; though, as a whole, they come far short of what good teachers should be. I have no hesitancy in saying, and think that an examination of the facts will show, that Chautauqua county, and particularly the first district, has more good teachers than any other county in the Empire State. The ground has been taken by the Commissioner, that greater exertions must be made by teachers to thoroughly fit themselves for their positions. It is not enough that one is able to answer the questions asked by the commissioner, and thus secure a certificate, or that he know simply what he is called upon to teach; he should understand the lessons thoroughly, and be able to explain them.

intelligibly. A good teacher should have an extensive knowledge of human nature, and *common sense* enough to *USE* it so as to call forth the mental powers of the child, to educate him. Instead of making his pupils believe that the main object is to prepare lessons to recite, he will endeavor to create in them a thirst for knowledge, because of its intrinsic excellence and superiority in all the affairs and business of life.

**ATTENDANCE.**—The average attendance on our schools does not exceed fifty per cent. of the number registered. It is no uncommon occurrence to find, on my visits, not more than eight or ten present out of fifty number in the district. It is useless to procure good teachers, and furnish schools with all the necessary appliances, as long as this glaring evil exists if no remedy can be devised, then farewell to the efficiency of our common schools. I know that in our country districts it is sometimes difficult to get small children to brave the inclemency of the weather, and walk a mile or two to school; but I know too that they are often allowed to remain at home for the most trivial thing, and thus gain the idea that school has little consequence. I have done what I could to remedy this evil, by exhortation, entreaty and invective; but I am thoroughly convinced that nothing but the strong arm of the law will accomplish the end required, and prevent hundreds of our children from being thrown on our community, ignorant and vicious. I trust that the next spring's apportionment of the Public School Fund will cause the scales to drop from off the eyes of those who are at fault as regards this matter.

**DISCIPLINE.**—The hindrances which stand most prominently in the way of further speedy improvement in our common schools are few, but all insurmountable, if future hope must depend upon past success. Of these hindrances, the selection of unsuitable teachers, has been alluded to in another report; the want of proper discipline in our schools, requires special mention in this place. No one, who visits our common schools, will contradict the assertion that a large majority of the teachers who fail in their efforts to teach successfully, do so from a lack of ability to institute and preserve order; and no one of any experience or reflection believes that a teacher can teach successfully without that faculty. Sometimes the fault is almost wholly with the teacher, but usually the parents are equally responsible; they are too apt to interfere, and thwart the faithful endeavor of the instructors to maintain a healthy discipline; they do not like the method adopted by the teacher of enforcing obedience to the rules; *their* children should not be corrected in *this* or *that* way, or at all; and not unfrequently they remove them from the school, thus encouraging disobedience, injuring the school much and their own children more, and discouraging all effort to make the school room a place of quiet systematic labor. Your Commissioner would earnestly expostulate with any parents who may be inclined thus to interfere with the management of our schools.

**INTEREST.**—In order to make our common schools what they ought to be, and what they were designed to be, the whole influence of the community must be exerted in their favor. Men of position, influence

wealth, must give their influence and support to the common schools. This noble institution needs the influence and support of all classes. Men of standing and wealth can not in any way do more to bless the world, than by making the free institutions of our State and Nation perpetual and more extensive in their influence, and by strengthening and extending the foundations upon which they rest. If men would do good to their country and the world, let them give their hearty influence and support to the district schools; they will thus embalm their memory in the hearts of a grateful people.

**INSTITUTE.**—The Teachers' Institute for the county of Chautauqua was held at Fredonia, commencing October 2, and closing October 13. Commissioner McNAUGHTON will report as regards the session at length. I will only say that in point of numbers, regularity of attendance, order and discipline, it was the best Institute ever held in Chautauqua county.

**ASSOCIATION.**—The Teachers' Association is doing a great and good work in this county. At the annual session held at Sinclairville the last week in June, something over 250 teachers were present during the day sessions. Essays and reports were presented, which were followed by discussions in which the teachers manifested a desire to learn, and to let none of the golden moments pass unimproved. The lectures at the evening sessions were very interesting, and were well received by all. The semi-annual session, which is to be held at Brockton the last of December, bids fair to be equal to any session we have ever held.

**COMMISSIONER.**—I received the appointment of Commissioner the second day of March last; vacancy caused by the resignation of CHARLES HATHAWAY. Since that time, I have examined 378 teachers; of this number, I have granted to 7 certificates of the first grade; to 64, certificates of the second grade; to 181, of the third grade; the number of those who failed to receive certificates is 126. After holding classes in every town in my district, and advertising in all the county papers, I have had over forty teachers come to my house for a private examination. In the half of the school year that I served, I visited 138 schools; the rest of the time I spent in distributing reports, circulars and affidavits. Out of the 160 reports that I have received, not over ten were correct, and at least one-half were in such shape that I had to return them, and some of them two or three times; the trustee of one district made his affidavit out four different times.

Trusting that with a whole school year before me, I may be able to make my next report show more labor done among the schools than I have been able to do in the time that I have acted as commissioner the past year, and demanding that I have the assistance of all friends of education that I may be able to make this district what all districts should be, *the place where one can find one hundred and fifty-eight model schools.*

I am, sir, your obedient servant,

• PHIN. M. MILLER,

*School Commissioner, 1st Dist., Chautauqua Co.*

## CHAUTAUQUA COUNTY—SECOND DISTRICT.

Hon. V. M. RICE, *Superintendent of Public Instruction* :

Dear Sir—The undersigned, School Commissioner for the Second District in Chautauqua county, respectfully submits the following report :

During the past four years of war for the suppression of the Rebellion, public attention has been diverted from the schools. The return of peace brings a renewed interest in education. There never has been a time within my remembrance when there was so great an inquiry for good teachers, or when teachers were so well paid as at the present time. Although the scarcity of labor may have helped to produce this result, yet the chief cause is the increased interest of the people in the common schools. It is generally felt that for four years the schools have been neglected, and that now they demand double care. There are still a few trustees who desire an unqualified teacher licensed for their "small backward school," not thinking that poor teachers will always keep theirs a small backward school.

The failure of some of the trustees to report the aggregate attendance of children at school, makes it appear in my Abstract less than it was last year, when there is no material change; it being nearly 73 per cent. of all children of school age. For the same reason, the average daily attendance appears less than it is; being about 46 per cent. of the whole number of pupils in attendance, and nearly 34 per cent. of the whole number of children of school age in this commissioner district.

Only 4 school houses have been built in this commissioner district during the past year, one of which deserves especial mention. It is in District No. 8 in Sheridan, and is a model in architecture and arrangement. The Union Free School building in Jamestown will be completed early next spring, costing for house and grounds upwards of \$20,000. The Union Free School building in Forestville, will be ready for next summer's school. It will cost \$8,000. I am satisfied the coming year will show greater progress; but assuming this to be a fair representative, during the succeeding ten years, all of the poor, old, ill-ventilated and badly seated school houses will disappear.

Among the teachers employed in this district, the ratio of males to females is about 1 to 7: male teachers receiving for wages from \$1.25 to \$2.50 per day in the rural districts, and from \$400 to \$1,000 per year in the villages. Females receive from \$4 to \$10 per week, and board. I am sorry to report that nine-tenths of the schools of this district have had a new teacher at the beginning of each term. Most of the teachers evince a commendable zeal in making especial preparation for the duties of their calling, by attending Institutes, Teachers' Classes and Associations.

There have been employed three Normal school graduates in this district: their services seem to be appreciated. Also thirteen teachers holding State certificates have been employed: these, and thirty-seven holding first grade commissioner's certificates, seem to succeed equally well. I have



ted no first grade certificates, except to zealous teachers who have rience, as well as the qualifications of moral character, learning and ty, and with whose success I am acquainted ; and no second grade ficates to inexperienced teachers. I find that the plan of marking the e of scholarship in each branch examined in, on the face of the certi e, works well.

he want of uniform text-books gives great inconvenience to teachers pupils. This evil is the result of the introduction by authors of a t number of books in a series which should contain but one or two at ; of a frequent revision of every series of books, without any material vement ; and of the use of the books of different authors. I can see way to remedy this evil under the present law, as those upon whom the is placed by law are unwilling to assume the responsibility of cor ion. If we can not have uniform text-books in the whole State, we ainly can in each commissioner district, if permitted to do so ; for I sure that every school commissioner would choose the least evil. These mmendations will not wholly effect the necessary correction.

he school district libraries are greatly neglected. Many persons who the most interest in them have read all the books suited to their age aste, and find no new books, because the trustees have used the library ey for teachers' wages. In a great many districts, the books are tered and lost ; in others, the libraries have not been taken possession y librarians for years, but are safely or unsafely stored in some out-of-way place : in most of the districts, however, they are well taken care out not well read.

am now urging the consolidation of the libraries, according to the visions of the School Act of 1864. Such a consolidation will bring a bet- ollection of books within the reach of every inhabitant of each district : e books will be drawn and read. If the library is located near the -office, or at the center of trade for a town or smaller section, the books be procured as easily as under the present arrangement. The money be expended more advantageously also. I hope, by such consolidation, revert the use of the library money for teachers' wages, and to have libraries replenished and restored in some degree to their former lness ; for I consider the reading of standard works of science and ry much more profitable than the reading of the sensation stories and nces of newspapers and cheap magazines.

he three Academies in this district seem to be well conducted. The ber of scholars in attendance is about 40 per cent. greater this year last. The teachers' classes taught at these institutions are as well ht as heretofore. I do not find that the members of these classes pass r examinations than applicants for license to teach, talent and age g the same, who have pursued their studies in the common schools. I k the money expended for these classes would benefit teachers more if rate schools were established, as near like the State Normal School as means and circumstances would permit.

## CHAUTAUQUA COUNTY—SECOND DISTRICT.

Hon. V. M. RICE, *Superintendent of Public Instruction* :

Dear Sir—The undersigned, School Commissioner for the Second District in Chautauqua county, respectfully submits the following report :

During the past four years of war for the suppression of the Rebellion, public attention has been diverted from the schools. The return of peace brings a renewed interest in education. There never has been a time within my remembrance when there was so great an inquiry for good teachers, or when teachers were so well paid as at the present time. Although the scarcity of labor may have helped to produce this result, yet the chief cause is the increased interest of the people in the common schools. It is generally felt that for four years the schools have been neglected, and that now they demand double care. There are still a few trustees who desire an unqualified teacher licensed for their "small backward school," not thinking that poor teachers will always keep theirs a small backward school.

The failure of some of the trustees to report the aggregate attendance of children at school, makes it appear in my Abstract less than it was last year, when there is no material change; it being nearly 73 per cent. of all children of school age. For the same reason, the average daily attendance appears less than it is; being about 46 per cent. of the whole number of pupils in attendance, and nearly 34 per cent. of the whole number of children of school age in this commissioner district.

Only 4 school houses have been built in this commissioner district during the past year, one of which deserves especial mention. It is in District No. 8 in Sheridan, and is a model in architecture and arrangement. The Union Free School building in Jamestown will be completed early next spring, costing for house and grounds upwards of \$20,000. The Union Free School building in Forestville, will be ready for next summer's school. It will cost \$8,000. I am satisfied the coming year will show greater progress; but assuming this to be a fair representative, during the succeeding ten years, all of the poor, old, ill-ventilated and badly seated school houses will disappear.

Among the teachers employed in this district, the ratio of males to females is about 1 to 7: male teachers receiving for wages from \$1.25 to \$2.50 per day in the rural districts, and from \$400 to \$1,000 per year in the villages. Females receive from \$4 to \$10 per week, and board. I am sorry to report that nine-tenths of the schools of this district have had a new teacher at the beginning of each term. Most of the teachers evince a commendable zeal in making especial preparation for the duties of their calling, by attending Institutes, Teachers' Classes and Associations.

There have been employed three Normal school graduates in this district: their services seem to be appreciated. Also thirteen teachers holding State certificates have been employed: these, and thirty-seven holding first grade commissioner's certificates, seem to succeed equally well. I have

anted no first grade certificates, except to zealous teachers who have experience, as well as the qualifications of moral character, learning and ability, and with whose success I am acquainted; and no second grade certificates to inexperienced teachers. I find that the plan of marking the degree of scholarship in each branch examined in, on the face of the certificate, works well.

The want of uniform text-books gives great inconvenience to teachers and pupils. This evil is the result of the introduction by authors of a great number of books in a series which should contain but one or two at a time; of a frequent revision of every series of books, without any material improvement; and of the use of the books of different authors. I can see no way to remedy this evil under the present law, as those upon whom the duty is placed by law are unwilling to assume the responsibility of correction. If we can not have uniform text-books in the whole State, we may at least in each commissioner district, if permitted to do so; for I am sure that every school commissioner would choose the least evil. These recommendations will not wholly effect the necessary correction.

The school district libraries are greatly neglected. Many persons who take the most interest in them have read all the books suited to their age and taste, and find no new books, because the trustees have used the library money for teachers' wages. In a great many districts, the books are scattered and lost; in others, the libraries have not been taken possession of by librarians for years, but are safely or unsafely stored in some out-of-the-way place: in most of the districts, however, they are well taken care of but not well read.

I am now urging the consolidation of the libraries, according to the provisions of the School Act of 1864. Such a consolidation will bring a better collection of books within the reach of every inhabitant of each district: more books will be drawn and read. If the library is located near the school-office, or at the center of trade for a town or smaller section, the books can be procured as easily as under the present arrangement. The money can be expended more advantageously also. I hope, by such consolidation, to prevent the use of the library money for teachers' wages, and to have the libraries replenished and restored in some degree to their former usefulness; for I consider the reading of standard works of science and history much more profitable than the reading of the sensation stories and romances of newspapers and cheap magazines.

The three Academies in this district seem to be well conducted. The number of scholars in attendance is about 40 per cent. greater this year than last. The teachers' classes taught at these institutions are as well taught as heretofore. I do not find that the members of these classes pass fewer examinations than applicants for license to teach, talent and age being the same, who have pursued their studies in the common schools. I think the money expended for these classes would benefit teachers more if normal schools were established, as near like the State Normal School as the means and circumstances would permit.

The three Union Free Schools in this district are all in successful operation. No district, after having become acquainted with the workings of the graded free schools, can be induced to give it up. The number of pupils attending the Jamestown School was as large as the buildings would accommodate, and will be much greater when the new house is finished.

My colleague of the first district will speak of the Teachers' Association.

The annual session of the Teachers' Institute for the county was held at Fredonia, beginning on October 2, and continuing eleven days. Nearly five hundred teachers were present. The order maintained was excellent. During the exercises all whispering was laid aside, and the teachers generally seemed anxious to profit as much as possible by the instructions. Our instructors were Prof. J. H. FRENCH, LL. D., of the State Normal School; A. WEDGE, Principal of the Fredonia Union School; N. B. BARKER, Principal of Ward School No. 7, in Buffalo; and during part of the last week Dr. T. S. LAMBERT, of Peekskill, who, by their courteous manners and varied accomplishments, won the esteem of all, and were invited by the teachers to be present at the next session of the Institute. The instruction embraced the most important parts of the branches usually taught in the common schools, and the best methods of teaching them; also school government, together with map drawing, civil government and physiology, to be introduced in the schools as a general exercise, to give variety and add interest to the daily recitations. The lectures were able productions, and of especial interest to the teachers. The lectures and subjects were as follows: Rev. H. M. JONES—Palestine, its Productions and People; Dr. J. H. FRENCH—State of New York; Methods of Study; O. W. JOHNSON, Esq.,—Common Schools of Chautauqua; Rev. T. A. ROUSE—The Teaching of Genesis; Prof. A. BRADISH—The Fine Arts; Prof. A. WEDGE—Natural History. It is generally conceded that the session of the past year was the most profitable ever held in this county.

My official duties demand my whole time. There are 148 schools in my district, and I have made as many visitations. I have held twenty public examinations, and examined 276 applicants for certificates. Besides performing the other labors imposed upon me by law, I have endeavored to awaken greater interest in the common school, to elevate the standard of teachers' qualifications, to persuade districts to build suitable school houses, and to incite the children to greater exertions in their studies. I hope I have succeeded in some small degree.

Very respectfully yours,

JAMES McNAUGHTON,

GERRY, January 1, 1866.

School Commissioner.

## CHEMUNG COUNTY.

**W. V. M. RICE**, *Superintendent of Public Instruction* :

**Sir**—The following Report, in relation to educational affairs within my jurisdiction, is respectfully submitted :

The number of children of school age residing in the county is 10,627, of whom 7,873 have attended school during the past year. The average daily attendance was 3,534. The few school houses which have been built during the year are creditable structures, roomy and well appointed. Very little money has been expended for furniture and apparatus.

All the school houses are furnished with blackboards, and many of them have, within quite a recent period, been supplied with maps, globes and books of reference. But the almost total want of care bestowed on these articles has led to their early destruction, so that at the present time they are found in but a small proportion of the schools.

District libraries are very generally neglected, although in some districts the libraries are well taken care of, and the library money, from year to year, judiciously expended. A large majority of the districts appropriate their library money to the payment of the teachers' wages, and suffer their old library books to be scattered and lost.

Of 276 teachers employed in the county the past year, 245 were females. Many of our male teachers, who have been serving in the army during the war, have this winter resumed their old profession, which will enable us to report a much greater number of male teachers next year than for several years past.

Our last Teachers' Institute was held in October, and was conducted by Rev. J. W. ARMSTRONG, of Watertown, whose profound learning and ripe experience as a teacher rendered his services in the Institute invaluable. He was ably assisted during a part of the time by Prof. F. A. ALLEN, of the Pennsylvania State Normal School, at Mansfield, and by two of our resident teachers, graduates of the State Normal School. The Institute was more largely attended this year than last, and was, I think, not less potent for good than any previously held in the county.

It affords me great pleasure to report that the one trustee system is quite rapidly growing into popular favor.

One Union Free School has been organized within my jurisdiction during the year, and is in successful operation, more than realizing the expectations of those most active in its organization. The attendance has increased fully fifty per cent., and the interests of the school already demand additional buildings and teachers, which I am happy to state will shortly be provided. The increased attendance at this school since it was made free demolishes the theory that rate-bills do not deter parents from sending their children to school.

Respectfully,

ISAAC S. MARSHALL.

## CHENANGO COUNTY—FIRST DISTRICT.

OFFICE OF SCHOOL COMMISSIONER,  
FIRST DISTRICT OF CHENANGO COUNTY

Hon. V. M. RICE, *Superintendent of Public Instruction*:

Sir—The undersigned, School Commissioner of the First District Chenango County, would most respectfully submit the following Report for the year ending September 30, 1865:

The whole number of school districts is.....	152
The number of teachers employed at the same time is ..	159
The whole number of children of school age is.....	6,436
The whole number attending school is.....	5,492
The whole number of days' schooling given.....	376,539
The whole number of days' schooling given to each scholar averages .....	68½ da.
The whole number of teachers employed during the year was .....	315
Of these there were—ladies.....	258
and gentlemen.....	57
The number of schools having just 28 weeks school....	77
The number of schools having less than 28 weeks school,	11
The schools have been in session on an average each 28 weeks and 3 da.	

**RATE-BILLS**—As the people become better acquainted with the New School Law, especially that provision which relates to the apportionment of one-third of the public funds on the average attendance at school there is a growing desire to employ good teachers with a view to increasing the attendance; thus rendering them more reconciled to a necessary rate-bill, if thereby they may secure a larger share in the public funds.

**SCHOOL HOUSES.**—The school houses of my District present every shade of quality from *very good* to *very bad*, or utterly worthless.

There is no school room in this district, from private schools and academies up to public schools, that has in use the most approved of seats and desks, or of ventilation.

The following table will show the relative standings of the school houses in the several towns:

Towns.	Creditable.	Indifferent.	Disre-
Columbus .....	1	5	
Lincklaen .....	2	4	
New Berlin .....	8	6	
North Norwich.....	4	3	
Norwich .....	7	7	
Otselic.....	2	4	
Pharsalia .....	6	2	
Pitcher.....	4	3	
Plymouth.....	2	3	
Sherburne .....	3	10	
Smyrna .....	5	5	
Total .....	44	52	

This is truly a sad picture ; but I have the privilege of saying that many of these discreditable houses are soon to be repaired, so that I have reason to hope that most of them will another year be reported creditable.

For the purpose of inducing the people to build or repair, and to secure prompt and harmonious action, I have in several instances attended their school meetings. In all cases, I have been able to see good results from my presence; and in some three instances where they had met in several special meetings for the same purpose, and could not come to any amicable adjustment, I was permitted to bring about harmony and prompt action. But there is one point on which it seems there should be special instructions to trustees and building committees, in order to render eminently successful our already excellent law in regard to improving our school houses. This has been suggested to me by observation, both before and since entering upon the duties of school commissioner.

The best carpenters and joiners are very deficient in a knowledge of the best style of finishing up and seating a school room. Although the workmen are sometimes glad to be directed in regard to the seats, desks, blackboards, ventilation, &c., yet there are others who would prefer instructions to come to them from higher authority. Therefore permit me to suggest, most respectfully, that a paper giving the most approved style of seating a school room and arranging means of ventilation, &c.; in every instance giving the figures indicating the length, breadth and proportion of each part, be sent to school commissioners, so that they may furnish every district needing such information with a copy.

ACADEMIES.—There are two academies in this district, one at New Berlin and the other at Norwich: both are doing well. The former, under the very efficient direction of its principal, Prof. E. R. WARRINER, has just arisen to new life; and with extensive repairs upon its building and grounds, and large additions to its library and apparatus, it bids fair to take rank among the most efficient academies of our State.

The Teachers' Class in the Norwich Academy has had much special attention during the last term; and were it not that a large portion of the class were quite young and inexperienced, the schools of this district would feel largely, during the coming winter, the genial influence of that thoroughly practical, intellectual and moral training to which they have been subjected.

TRUSTEES.—The one-trustee system is gaining ground steadily, so that now about three-fourths of the districts have but one trustee. In my district, the trustees are commendably zealous to do their work well (when we consider that they are not paid for their services), with but few exceptions. There are, however, but few trustees or patrons who feel the importance of visiting their schools, and judging for themselves of the success and efficiency of their teachers.

OFFICIAL DUTIES.—During the year, I have made 158 inspections of [Assem. No. 90.]

schools, which I notice is just one less than the number of teachers employed at the same time ; but as some districts have been visited twice, I have not visited several of the schools during the year. This is owing to two causes : 1st, Sickness in my family, and finally my own illness, which commenced about the middle of December, 1864, lasted seven weeks, and very materially interfered with my visiting schools last winter ; 2d, During the last summer's visits, I carried on the double work of inspecting schools and rebounding school districts ; the latter would occasionally interfere with the former, so that the number of my summer inspections was not what it might have been under other circumstances. I have rewritten the boundaries of 105 of my school districts ; and as soon as time will permit, I intend to make each a subject of a special order, to be recorded properly in the appropriate town clerk's office.

In conclusion, allow me to say that I am well pleased with the *New School Law*, and think I can already see good results attending its administration. Although nearly all the Trustees found more or less difficulty in making their reports to me, yet with the experience of the past on the part of school officers, with that aid that teachers should render in computing the average attendance, &c., I am expecting that they will be able to perform those duties much more acceptably next fall.

I am, sir, very respectfully,

Your obedient servant,

B. BISBEE,

E. PHARSALIA, Dec. 1, 1865.

*School Commissioner.*

### CHENANGO COUNTY—SECOND DISTRICT.

COVENTRYVILLE, N. Y., Dec. 13, 1865.

Hon. V. M. RICE, *Superintendent of Public Instruction* :

Dear Sir—I take pleasure in submitting this my first special report :

Having taken upon myself the responsibility of a teacher at the age of eighteen, and having acted in that capacity most of the time during the eight years that have followed, I have learned to look upon the youth with the greatest interest, and to regard the workings of our common school system with no little anxiety. This interest and this anxiety, I trust, have prompted me to act faithfully in performing my official duties, although I regret that I can not bring more wisdom and experience to my aid.

I have been laboring to elevate the standard of qualifications of teachers, and have succeeded to an extent quite satisfactory to myself, and very acceptable to the friends of education in this locality. In my class examinations, I have withheld a license from one-half, and even three-fourths, of a class of applicants ; and have thus selected from a large number who would be teachers, those whom I considered best qualified to occupy these important positions. Hence, many experienced teachers have been recalled into the field, who have formerly been



lled therefrom by the superabundance of "cheaper" (?) teachers ; and y there stand before the youth of this district, as teachers, those e qualifications well entitle them to the position.

' the 283 teachers that have been employed the past year in our ols, 72 are males and 211 are females. One of these teachers is a uate of the Normal School ; five have been licensed by the State rintendent, and the remainder by local officers.

entlemen are receiving from \$5 to \$10 per week, and board ; while s receive from \$2 to \$5 per week, and board. There are, comparay, few who make teaching a profession.

this District there are 136 school districts and only 135 school es ; one district having two, and two districts having none. These es are all frame buildings, with but three exceptions ; two being e, and one log. The last is reported by the trustee as being "a race to the district : so says the commissioner."

have condemned one house ; and others would have met a like fate, not the inhabitants of the district plead "hard times and heavy s," with so much eloquence and grace. Eight or ten of these buildare but poor apologies for school houses ; and I hope, that before her school year shall close, they may be superseded by buildings content and comfortable.

have been solicited to petition your Honor to favor district No. 3, 1 of Preston, by allowing them to participate in the apportionment public money ;" but have positively declined doing so, till they l have provided a suitable place for holding their school, that I may e some reason to expect that the object in favoring them will not be lly defeated.

ere were 143 schools under my jurisdiction during the past year, of which were taught less than twenty-eight weeks. In these ols the following text-books are in use, viz : Robinson's, Thom-s and Adams' Arithmetic ; Brown's and Clark's Grammars ; Mon- and McNally's and Colton and Fitch's Geographies ; Sanders' llers and Readers ; and Robinson's Algebras.

ere is not that uniformity of books, that is so much to be desired, so essential to the welfare of our common schools. Could not the e Superintendent, by the aid of the School Commissioners, secure a plete uniformity of text-books in all the schools of our State ? I am e the Commissioners would ask "no reward, or promise of reward," their labors in securing this desideratum.

think the attendance at school is affected, to some extent, by rate-s ; although the want of interest, on the part of parents, in the wel- of their children, serves to make the attendance much less than it ld be, were the benefits of even "a good common school education" y appreciated.

here are no Union Free Schools in this district, and no schools for red children, as that class enjoy the benefits of our common district ools.

There is one Academy in this district, located at Oxford, under the principalship of Prof. D. G. BARBER. This institution has been designated, by the Regents of the University to instruct common school teachers, and a most wise and judicious selection it has proved. There is, probably, no institution of the kind in the State, in which teachers receive a more practical and thorough training for their work, than in this academy.

But little attention is paid to the libraries in this district, as most families provide themselves with books, periodicals and newspapers. There are, however, a few districts in which I find a good collection of books, which are duly prized and extensively read.

Our Institute was held at Norwich, in the first district ; remained in session two weeks, and was attended by 150 teachers. As I have no report of the proceedings at present, I cannot give you a full account of the same. I presume Commissioner BISBEE will supply the deficiency. I will simply say, that aside from our having to dismiss one of the professors, the session was very pleasant and profitable. We regretted, *very much*, that Prof. TOWNSEND, of Rochester, and Prof. KNAPP, of Homer, could not remain with us during the entire session ; but with the aid of Profs. WARD and BURLINGAME of Norwich Academy, we were enabled to keep up a lively interest till the close of the session.

Respectfully submitted,

HENRY G. GREEN, *School Commissioner*.

---

#### CLINTON COUNTY—FIRST DISTRICT.

To Hon V. M. RICE, *Superintendent of Public Instruction* :

Dear Sir—In accordance with the requirements of the Department, the following Report is respectfully submitted:

COMMISSIONER DISTRICT.—This district has seven towns, viz : Plattsburgh, Peru, Ausable, Black Brook, Saranac, Dannemora and Schuyler Falls. It is about 30 miles long, and 16 wide. It contains 79,524½ acres of improved, and 217,036 acres of unimproved land. Its valuation, real and personal, is \$3,293,605. Its school tax for 1864 was \$2,992. Its population, at the State census of 1865, was 21,424. It has at present 93 school districts, and 9,269 children of school age. As its unimproved lands become occupied and its mineral wealth more fully developed, its population must greatly increase, and new schools must arise to bless the children of those who fell our forests, subdue our soil, mine our ore, and work our forges and nail factories. It needs still, therefore, the fostering hand of the State, and the care of earnest men whose heads and hearts are interested in opening those springs of knowledge at the earliest practicable date.

COMMON SCHOOLS.—There are 103 of these in this district; 10 more than there are school districts. The whole number of children attend-

ing them is 6,274, which is 2,995 less than the whole number of children of school age. Their average daily attendance is 2,333.780. Their whole number of days' attendance is 374,784. In them, 199 different teachers have been employed. The whole number of weeks of school is 3,708 3-5ths. Five of the districts have two schools, each in separate apartments of the same building; one has two schools, four miles apart; and one has five schools, one of which is in a separate building on the same common with the center school, and three of which are respectively distant about four, seven, and ten miles. These last three are in the vicinity, of coal-kilns, where the population is fluctuating, and would therefore be unable to maintain separate district organizations. By the wise provision of the law which admits a plurality of schools in the same district, and allows each school of 28 weeks, held at the same time, a district quota of the public money, children who would otherwise be deprived of educational advantages are reached. Great credit is due to the trustees for their interest in the education of those so remote; and especially to Mr. JOHN ROGERS, who has 'an eye to the welfare of those in his employ, and acts on the principle that intelligence prevents crime and adds to the productiveness of labor, and who therefore by his counsel and aid encourages the full use of this provision of the law.

Some schools are far below what they should be; yet each is doing a work which neither the individual scholar, nor the parents and guardians, nor society or the State, can afford to lose. Most are doing well. A few are rising to a condition, which shows what our common schools may do for the education of the masses, when under the management of efficient trustees and the tuition of competent, devoted, and zealous instructors. Of this class is the school of District No. 1, Plattsburgh. It has had the same teachers for several consecutive years, and has risen in their hands from an ordinary to an extraordinary common school. Last winter it frequently had over one hundred and fifty in daily attendance; yet so thorough is its organization and classification, that more time is given to each scholar than is ordinarily given in a school of 30 or 40, and its exercises are conducted without the least confusion. The best proficiency, therefore, appeared in all its inspections. At its anniversary, it held an examination of two days in the higher department, which was well sustained and highly creditable to teacher and pupils. Finding their rooms too strait for their accommodation, the District made due application to the Commissioner for consent to raise a sum not exceeding \$1,600, to secure an additional apartment. Knowing the great want of the district, and believing the best interests of education demanded it, this consent was cheerfully given. The work, begun in August, is completed, and a third department is now duly organized under the management of Mr. W. H. PHILLIPS as Principal. The school is now graded, and in successful operation. On informing the trustees of the provision of the school law for Union Free Schools, I was assured

that the district would be organized according to said provisions at the earliest practicable time.

**SCHOOL HOUSES.**—In this district there are 98, five of which have double apartments. Their estimated value, as reported by trustees, varies from \$75 to \$430; their average value is \$319.71. A few of them are good substantial edifices and well arranged, and are an honor to the respective districts; a little less than one-half are passable; about one-third are poor; and about one-sixth are miserable shanties, hardly better than the quarters a husbandman provides for his flocks.

**TEXT-BOOKS.**—A variety of these are in use; but an effort, according to the recommendation of the Commissioners last year, is being made to establish a uniformity of Readers and Arithmetics; Sanders' Readers and Robinson's Arithmetics are the favored series. As to Grammars and Geographies, no one series has the preference. In a few school higher branches are taught, and their text-books vary.

**APPARATUS.**—Except blackboards, some of which are quite small, a few old maps and charts, and eight or ten globes, we have no apparatus in this district.

**LIBRARIES.**—Libraries are evidently falling into disuse and disesteem. The books are little read and poorly cared for. Their whole number, reported by trustees, is 75; hence 18 districts are without. Of districts which have libraries, 26 are without cases. The lowest number of volumes reported is five, and the highest 560. Their value is estimated at from \$300 to \$350. The aggregate value of all the libraries in the district is \$6,323. Their lowest value per volume, according to the estimate given, is 12½ cents; their highest is 90 cents; their average 45 cents and seven mills. In some of the libraries there are very valuable works; books far above the comprehension of ordinary pupils, but important as books of reference for the teacher, and, so used, they may contribute to the advantage of the school.

**UNION FREE SCHOOLS.**—As yet we have none in full operation. Districts No. 1 and 17 Peru, have formally organized according to the provisions of Title IX of the late School Act, but are holding schools in their old school-houses this winter. In the spring, they intend to erect suitable buildings. Two other districts, whose inhabitants can most be accommodated by union with them, are expected to join in this enterprise. Two other Union Schools are contemplated in other towns. When one is in successful operation, it is believed others will be formed. Believing this the best means of making our common school provisions most available, I have given considerable attention to the subject, and find the interest awakened is favorable. Those who act on the principle of "the greatest good to the greatest number," are giving the subject careful consideration.

**PRIVATE SCHOOLS.**—Only 6 of these have been reported: there are, however, more or less of them in every town. Their existence is doubtless a disadvantage to common schools; but how to avoid them is

difficult question. To supersede them, may be easier. This can be done, to a great extent, by making our common schools more nearly what they should be in refinement and intellectual culture. To aid in this, the system of Union Free Schools comes to our relief ; and when they come into use, the evil complained of will mostly disappear.

**ACADEMIES.**—The reare two within the bounds of this district : Keeseville Academy and Plattsburgh Academy. Keeseville Academy, located on the Ausable river and the southern border of the district, is set by the Regents to Essex county. Plattsburgh Academy is situated in Plattsburgh village. It was incorporated by the Legislature, April 12, 1828. It has existed, therefore, 36 years, and has been a great blessing to the village and community. Its buildings, though old, are central, yet sufficiently retired. Its apartments are well arranged and commodious. It was closed nearly all of last year, and, during the time, it was repaired at an expense of about 500 dollars. It has a library and apparatus valued at about 400 dollars. Its income, under the management of its late Principal E. A. NICHOLS, was about 2,300 dollars. After many efforts and one trial, the Trustees have secured a thorough and efficient Principal, Mr. E. A. ADAMS. Under his excellent management, it is rising to efficiency and popularity. At present it has four teachers, one male and three females. Its pupils number 150, about one half of whom are pursuing the higher English and Classics.

**TEACHERS' INSTITUTE.**—The Institute of this county opened on the second day of October last, in the Court-house at Plattsburgh. The attendance was not quite so large as last year ; yet there were more persons present, independent of the teachers' class formed at Champlain last year. No class being formed here this year on account of delay in opening the Academy, the Institute suffered a disadvantage from this cause. The high price of board also operated unfavorably. When the commissioner went to look after this matter, he found every boarding-house full, and private families mostly excused themselves from opening their doors ; while only one public house would accept any less than five dollars per week. Every effort was made by the Commissioners to secure a full attendance, and to make the occasion pleasant and profitable to the teachers. That the attendance was not larger and more regular, they feel was no fault of theirs.

The Institute was taught during the first week by the Commissioners, aided by W. H. PHILLIPS and Mr. C. H. FARNSWORTH, Professor of the new Commercial College at Plattsburgh. Mr. SMITH, of the First District, took charge of the exercises in reading and grammar ; and Mr. CORBIN, of the Second District, conducted those in practical arithmetic and geography. Mr. PHILLIPS presented the subject of organizing and classifying schools, and the manner of opening and closing them, so as to secure a gentlemanly and lady-like ingress and egress—a part of discipline and refinement most sadly neglected or ignored in our common

that the district would be organized according to said provisions at the earliest practicable time.

**SCHOOL HOUSES.**—In this district there are 98, five of which have double apartments. Their estimated value, as reported by trustees, varies from \$75 to \$430; their average value is \$319.71. A few of them are good substantial edifices and well arranged, and are an honor to the respective districts; a little less than one-half are passable; about one-third are poor; and about one-sixth are miserable shanties, hardly better than the quarters a husbandman provides for his flocks.

**TEXT-BOOKS.**—A variety of these are in use; but an effort, according to the recommendation of the Commissioners last year, is being made to establish a uniformity of Readers and Arithmetics; Sanders' Readers and Robinson's Arithmetics are the favored series. As to Grammars and Geographies, no one series has the preference. In a few school higher branches are taught, and their text-books vary.

**APPARATUS.**—Except blackboards, some of which are quite small, a few old maps and charts, and eight or ten globes, we have no apparatus in this district.

**LIBRARIES.**—Libraries are evidently falling into disuse and disesteem. The books are little read and poorly cared for. Their whole number, reported by trustees, is 75; hence 18 districts are without. Of districts which have libraries, 26 are without cases. The lowest number of volumes reported is five, and the highest 560. Their value is estimated from \$300 to \$350. The aggregate value of all the libraries in the district is \$6,323. Their lowest value per volume, according to the estimate given, is 12½ cents; their highest is 90 cents; their average 45 cents and seven mills. In some of the libraries there are very valuable works; books far above the comprehension of ordinary pupils, important as books of reference for the teacher, and, so used, they do contribute to the advantage of the school.

**UNION FREE SCHOOLS.**—As yet we have none in full operation. Districts No. 1 and 17 Peru, have formally organized according to the provisions of Title IX of the late School Act, but are holding schools in their old school-houses this winter. In the spring, they intend to erect suitable buildings. Two other districts, whose inhabitants can most be accommodated by union with them, are expected to join in this enterprise. Two other Union Schools are contemplated in other towns. When one is in successful operation, it is believed others will be formed. Believing this the best means of making our common school provisions most available, I have given considerable attention to the subject, and find the interest awakened is favorable. Those who act on the principle of "the greatest good to the greatest number," are giving the subject careful consideration.

**PRIVATE SCHOOLS.**—Only 6 of these have been reported: there are, however, more or less of them in every town. Their existence is doubtless a disadvantage to common schools; but how to avoid them is

difficult question. To supersede them, may be easier. This can be done, to a great extent, by making our common schools more nearly what they should be in refinement and intellectual culture. To aid in this, the system of Union Free Schools comes to our relief; and when they come into use, the evil complained of will mostly disappear.

**ACADEMIES.**—The reare two within the bounds of this district: Keeseville Academy and Plattsburgh Academy. Keeseville Academy, located on the Ausable river and the southern border of the district, is set by the Regents to Essex county. Plattsburgh Academy is situated in Plattsburgh village. It was incorporated by the Legislature, April 12, 1828. It has existed, therefore, 36 years, and has been a great blessing to the village and community. Its buildings, though old, are central, yet sufficiently retired. Its apartments are well arranged and commodious. It was closed nearly all of last year, and, during the time, it was repaired at an expense of about 500 dollars. It has a library and apparatus valued at about 400 dollars. Its income, under the management of its late Principal E. A. NICHOLS, was about 2,300 dollars. After many efforts and one trial, the Trustees have secured a thorough and efficient Principal, Mr. E. A. ADAMS. Under his excellent management, it is rising to efficiency and popularity. At present it has four teachers, one male and three females. Its pupils number 150, about one half of whom are pursuing the higher English and Classics.

**TEACHERS' INSTITUTE.**—The Institute of this county opened on the second day of October last, in the Court-house at Plattsburgh. The attendance was not quite so large as last year; yet there were more persons present, independent of the teachers' class formed at Champlain last year. No class being formed here this year on account of delay in opening the Academy, the Institute suffered a disadvantage from this cause. The high price of board also operated unfavorably. When the commissioner went to look after this matter, he found every boarding-house full, and private families mostly excused themselves from opening their doors; while only one public house would accept any less than five dollars per week. Every effort was made by the Commissioners to secure a full attendance, and to make the occasion pleasant and profitable to the teachers. That the attendance was not larger and more regular, they feel was no fault of theirs.

The Institute was taught during the first week by the Commissioners, aided by W. H. PHILLIPS and Mr. C. H. FARNSWORTH, Professor of the new Commercial College at Plattsburgh. Mr. SMITH, of the First District, took charge of the exercises in reading and grammar; and Mr. CORBIN, of the Second District, conducted those in practical arithmetic and geography. Mr. PHILLIPS presented the subject of organizing and classifying schools, and the manner of opening and closing them, so as to secure a gentlemanly and lady-like ingress and egress—a part of discipline and refinement most sadly neglected or ignored in our common

schools. Mr. FARNSWORTH, styled the Prince of Penmen by a recent correspondent, gave practical lessons in penmanship, presenting and illustrating its principles on the black-board ; the teachers copying them, and going through the exercise on paper as if in class. This exercise, though only brief, the Commissioners felt was of great utility. They believe the hints and illustrations given cannot fail to be of great use, and only regret that it was not in their power to secure a lesson of one hour each day of the Institute. Finding great deficiency in their teachers in the art and practice of good reading, they gave special attention to it ; following the theories of the different text-books, or rather holding them in comparison, selecting what they deemed best, and putting it to practice in exercises selected for the purpose, in which all were required to take part. After drilling the class one and a half hours each day, and saying much on defects in reading and on the fact that we have but few good readers even among educated men, we felt we could not do better service to the teachers than to have a practical exhibition of good reading by a master of the art. This was given by Prof. KELLOGG of Middlebury College, to the entire satisfaction of the large audience attending. No exercise of the Institute was spoken of with heartier commendation by teacher and citizen. Besides this, lectures were given during the week, by Mr. SMITH, on Mind, the Teacher's Material ; by Rev. Mr. WIDMER, of the M. E. Church of Plattsburgh, on the Gulf Stream, its origin, influence and uses ; and by Mr. PHILLIPS, teacher of Dist. No. 1, Plattsburgh, on the Dignity of the Teacher's Profession.

The second week of the Institute was taught by JAMES CRUIKSHANK, LL. D., of Albany. The best attention was given to his instructions, which, for pertinency, clearness and utility, were such as not only to satisfy all, but to elicit the highest commendation. Dr. C. lectured on Unfolding of the Mind ; on Elocution, with select readings ; on Physical Geography (two lectures), and on the Teacher and his Work. These lectures were attended by full houses, and were felt to be of great value to teachers and full of interest and instruction to others.

The Institute was a success. It awakened more interest than any other ever held in the county. It made a favorable impression on the public mind, in regard to the Teachers, the Commissioners, and the Department of Public Instruction, so ably represented by Dr. CRUIKSHANK. Many citizens have said, "If this is the way the Commissioners are to have things, and the Department is going to send out such teachers and lecturers, we must do more for the Institute." Several have also said, that if the Commissioners will hold the next Institute in Plattsburgh, subscriptions or other provisions will be resorted to, to relieve those attending from the high price of board.

The Institute closed with the best of feeling in its favor, though without the formal passage of commendatory resolutions.

EXAMINATIONS.—Several public ones have been held by me ; few, however, attended them—most evidently preferred private examinations.



Seventy of these latter have been held, varying from two to four hours. In all, I have granted 122 licenses during the year; indorsed ten others, and refused five applicants. Twelve of the licenses given were of the first grade; 97 of the second, and 13 of the third. None, in private or public examination, have manifested dissatisfaction with the course pursued. Several have voluntarily acknowledged that the time spent was very profitable to them.

**STATE AND NORMAL TEACHERS.**—Of State licentiates, we have only two. These may be accounted veteran teachers, as they have pursued their calling for more than twenty years. We have only one Normal graduate, and, on account of ill health, he only taught one term.

**ALTERATION OF DISTRICTS.**—One district has been, by order from me, dissolved, and its parts annexed to other districts. Said dissolved district was known as District No. 6, Peru, and was annexed, part to District No. 10, Peru, and part to what was formerly known as Joint District No. 6, Peru, Schuyler Falls and Saranac, but is now known as No. 6, Peru. Four other districts have been altered, and one rebounded whose boundary had been lost. The districts known heretofore as Joint, while wholly lying in different towns of the same county, have been re-numbered. Orders and duplicates for all of these have been filed with the proper officers. All has been done, so far as known, to the entire satisfaction of all concerned. Two of the non-reporting districts are contemplating dissolution, and one or two districts are to be formed at an early day.

**SCHOOL COMMISSIONER.**—The duties of commissioners have been increased by the introduction of the features of the new Law, but have all been faithfully met. At the commencement of the year I entered upon their discharge in earnest, resolved to do the best I could to promote the interests of the schools. Notwithstanding the bad traveling occasioned by the unprecedented deep snows of last winter in this section, I visited every school district and every school found in session, and some of them twice. This summer I have repeated these visits. Forty-two days were spent in winter and thirty-two in summer, thus giving nearly one day to each school. In these inspections a scale of notation was kept, varying from one to nine. The standing of each school was thus marked according to its relative improvement and order. Particular attention was given to reading, writing and spelling; as these studies pertain to nearly all, and because of their importance. Other branches were not, however overlooked. Excellencies in teaching and recitation were marked, defects pointed out, and suggestions given for the advantage of teacher and pupil. On calling for the School Register, I found, in some instances, trustees had not received it; in others, they had not passed it to the teachers: supplied it where it was wanting, and called for it where withheld. I found also that some teachers were disregarding it entirely, and others only partially following its rules and suggestions.

After explaining its object, and showing the importance of following its requirements, all seemed ready to do so.

At the close of my visitations for the year, I gave an account of the condition of the schools of the district in the county papers; commending those schools which I had marked as most worthy, and pointing out their excellencies; thus following your instructions to notice things commendable rather than things censurable.

Only one charge has been preferred against a teacher, and that was for cruelty. The case was, however, settled, and the teacher spared the annulling of his certificate. Receiving the admonition with meekness, he was allowed by the trustees to fill out his term of school.

More than two-thirds of my time has been given to the duties of my office. In their discharge, much fatigue and some vexation have been endured, and expenses borne amounting to more than two hundred dollars; but neither has been spared when required. That all has been done that might have been, is not claimed; but that diligence and faithfulness were exercised, none who have observed my course will dispute.

The results of toil to some extent appear, in the increased desire on the part of teachers for higher qualifications, and a growing enthusiasm in their work; in the improvement of pupils; in the increased interest awakened in parents and guardians; and the earnest inquiries of some, trustees and others, in almost every town, respecting Union Free Schools as a means of securing the highest advantages of our school system. Acting on the sentiment of another now in rest, that he had rather some one should say of him, "that man befriended me in my youth and want," than to enjoy the flatteries of the rich, I have endeavored by acts of kindness and words of cheer to encourage the humblest as well as others, and so to discharge the duties and meet the responsibilities of my office as to command the respect of others, to secure from within the sweet music of conscience, and to meet at last the approbation of the Judge of all.

Desiring for yourself, and all helpers in the cause of popular education, the highest success and the happiest reward,

I am, dear sir, very respectfully,

Your obedient servant,

LEVI SMITH,

*Commissioner* -

#### CLINTON COUNTY—SECOND DISTRICT.

To the Hon. V. M. RICE, *Superintendent of Public Instruction*:

I have the honor to submit the following Report on Public Instruction in School Commissioner District No. 2, county of Clinton.

I. ATTENDANCE AT COMMON SCHOOLS.—About three-fifths of all the persons of school age have received instruction during the year. Of these three-fifths, the great majority are between the ages of eight and sixteen

years. They have been present at school, by average, fifty days each. This is an increase of attendance upon last year, as shown by the reports of trustees. I suspect, however, that these reports have heretofore been very unreliable authority in the matter, the attendance having been generally guessed at. I have heard of a few cases where people, apprehending in future a smaller amount of public money and an increased rate-bill, have withheld their children from school; but generally, I think, the knowledge of the forthcoming distribution of moneys, on the partial basis of attendance, has had a wholesome effect on the number and regularity of presence of the pupils.

The rate-bill, as far as I have observed, is not popular, and many quarrels grow out of it. People do not plead poverty much to escape it. They would rather their families should be ignorant than have a notoriety of indigence.

II. SCHOOL HOUSES AND SCHOOL HUTS.—About nine-tenths of the school buildings of the district are decent and comfortable. At the beginning of the last year some seven or eight were in a deplorable condition. During the year two or three of them have been replaced by good new houses; the others are rapidly yielding to the stress of wind and weather, and must go soon. Where I have deemed it necessary, I have called the attention of trustees to the condition of the school houses, generally with good effect. Four new houses have been built during the year.

All of the school houses of the district are provided with black-boards; most of them with some kind of outline map, and a few have globes. There is no uniformity of text-books. Of arithmetics, Adams' and Davies' are in most common use. Of grammars, Wells', Weld's and Quackenboss' are used without partiality. Town's and Sanders' Readers are found about equally amongst the pupils. Occasionally a teacher is embarrassed by the multiplicity of text-books in the school. This happens, however, very rarely.

III. TEACHERS.—During the winter terms about one-fifth of the teachers are males; in the summer terms almost all are females. All of them follow teaching as a temporary employment. Exclusive of board, the wages of males will average about twenty dollars per month, and of females about ten dollars per month. The examinations to which I subject them are, in the main, oral. By direct questions to the applicant for license, I find that I can usually form a more correct opinion as to competency. The subjects of examination are Reading, Writing, Spelling, Geography, Grammar and Arithmetic. I examine in History of the United States, in Algebra, and a little in Natural Science, when the individual passes readily in the elementary branches, with a view to issuing a first grade certificate. About one-half of the teachers have met with in the district have read some book on the Theory and Practice of Teaching; almost all of them have attended Institutes more or less. In two or three cases trustees have complained to me of the incompetency of teachers whom I have licensed. In two of these cases

the teachers were, in my judgment, more than ordinarily qualified in respect of learning, but had no experience and were young. In the other case, the teacher indiscreetly took sides in a district wrangle.

IV. CHAMPLAIN ACADEMY.—This institution is well attended, and many good teachers of the common schools have received their fitting in it. The building is the best of its kind in the county. The library is small, but is used somewhat by the students. The apparatus, though not very extensive, is much superior to that in Plattsburgh or Malone academies, and what is better, is made use of on appropriate occasions, and before all the classes in Natural Philosophy.

V. UNION FREE SCHOOLS.—I regret to say that there is not a school of this kind in my district. I intend to agitate the subject of their establishment as much as I can this year, through the press and in all other proper ways. I conceive that I could do nothing better for the cause of education than to interest the people in the matter.

VI. LIBRARIES.—A few of the libraries, those in the villages, are remembered by the people, and receive additions from year to year. Most of them are neglected and forgotten. Some of them are now nothing more than a few tattered volumes, carried from one librarian to another in a corn basket, amidst the jeers and contumely of the inhabitants.

VII. TEACHERS' INSTITUTE.—The Institute of the past year was held at Plattsburgh, and was attended by about 108 different teachers. I think it awakened more interest among both teachers and the people at large than any Institute that has ever been held in the county. For this we are indebted principally to the deeply earnest and oftentimes truly eloquent talkings of Dr. CRUIKSHANK.

VIII. VISITATIONS.—I have made 109 visitations during the year. I stay long enough to hear two or three classes recite, to observe the conduct of the school and method of the teacher. I generally make a "few short remarks" on what I have observed, with a design of encouraging the scholars to good conduct and faithful study, and advise with the teacher apart from the school whenever I think it desirable. In my intercourse with trustees and parents, I endeavor to impress upon them their own duty to visit their schools. I wish that the law enjoined it upon trustees; and I am sure I should not object to such a connection of Church and State, as there might be in the State authorities annually advising and recommending all clergymen to visit and inspect the schools of their towns. Visitation might accomplish great things for us, if it were as close and constant as in the German schools.

I receive a great many visits from teachers and from trustees. I have frequent requests to visit this district or that; to make this change or that, and settle this thing or that thing. With correspondence, examination, visitation, apportionments, distribution of documents, abstracting, &c., &c., my time is pretty well occupied.

With my colleague, I have endeavored to do something for the education

tional cause before the supervisors, viz., get the salary of Commissioner raised above \$500. I am sorry to report no success.

Very truly, your obedient servant,

ROYAL CORBIN, *School Commissioner.*

January 22, 1866.

### COLUMBIA COUNTY—FIRST DISTRICT.

ANCRAM LEAD MINES, Jan. 10, 1866.

Hon. V. M. RICE, *Superintendent of Public Instruction:*

In accordance with your requirement, the following report is respectfully submitted:

COMMON SCHOOLS.—There are 75 school houses within my jurisdiction, and 6 parts of districts where the school-houses are in Dutchess county. The following table shows the number of school-houses in each town, with the amount paid for school purposes, &c.:

	No. of school houses.	Value of school houses and lots.	Total amount paid for school purposes.	Average per district.	Paid for teachers' wages.	Average per district.	Average per day.
Ancram .....	10	\$3,720 00	\$1,536 96	\$153 69	\$1,362 41	\$136 24	\$ 68
Claverack .....	14	8,775 00	3,999 25	285 66	3,071 75	219 41	1 30
Copake .....	10	2,887 00	2,171 10	217 11	1,705 84	170 58	1 05
Clermont .....	5	1,625 00	1,450 83	290 16	1,148 99	229 74	1 10
Gallatin .....	6	1,725 00	1,233 25	205 54	1,097 31	182 88	97
Germantown .....	6	2,250 00	1,728 96	288 16	1,448 39	241 39	1 17
Greenport .....	4	1,200 00	960 85	240 21	800 67	200 16	1 06
Livingston .....	12	5,185 00	3,461 81	288 48	2,620 97	218 41	1 14
Taghkanic .....	8	2,113 00	1,543 42	192 92	1,335 39	166 92	94

The above estimates include public moneys, and all raised in the district whether by tax or rate-bill. The reason the proportion of Ancram is so much smaller than the other towns, was that few districts hired the teacher's board, and consequently did not make an estimate of its worth in the trustees reports, as should have been done. In perhaps two or three districts, the fuel is furnished voluntarily by the inhabitants; in all other cases, by levying a tax on the property of the district.

The average time school was taught, and the average attendance per day in each town, including all except the six joint districts, were as follows:

	Average time taught days.	Average attendance.
Ancram .....	187	16.687
Claverack .....	168	19.424
Copake .....	172	18.980
Clermont .....	204	16.215
Gallatin .....	183	13.375
Germantown .....	207	17.799
Greenport .....	187	19.236
Livingston .....	190	19.956
Taghkanic .....	177	18.071

The fractional part of the attendance, as given by trustees, was reduced to a decimal, according to instructions from the Department. The number of children in each town between the ages of 5 and 21, and number who attended school are given in the following table :

	Children bet. 5 and 21.	Children atten'g scho
Ancram.....	646	464
Claverack .....	1,128	689
Copake .....	646	494
Clermont.....	315	241
Gallatin.....	542	269
Germantown.....	471	284
Greenport.....	431	237
Livingston.....	895	596
Taghkanic.....	560	374

CONDITION OF SCHOOL HOUSES AND PLAY-GROUNDS.—There are 72 free and two brick school-houses, (No. 1, Clermont, hires a room for school purposes). Ten of these are in excellent condition, 41 comfortable quite convenient, 12 passable, while 11 should be immediately exchanged for something better. Efforts in that direction will be made another year. Public sentiment is now generally in favor of good school-houses. Several have been built within the past four years. There is, however, a sad deficiency in the size and location of the play-grounds. Instead of having a half acre, in a nice square plat, neatly fenced, and ornamented with trees and flowers, the play-ground is usually in the broad highway, (none too broad either in this locality), where the children have the full benefit of the dust raised by every passer-by, besides danger of being run over, &c. The school-house is generally located the corner of the road, or near some swamp or rocky ledge, where land can not be made available for any other purpose, costing the district often as much as that more valuable. Frequently one-half of the building is enclosed in an adjoining field, so that there is almost a necessity for climbing the fences, much to the annoyance of the owners. Children will, and must of necessity play. It is just as needful for them as eating or sleeping. The Superintendent has recommended that the work of planting trees, &c., be done by the inhabitants voluntarily. "What is everybody's business, is nobody's." It would be well, perhaps, to require trustees to do this work, the same as repairing school-house, furnishing fuel, &c., at the expense of the district. There is not much attention paid to this matter than formerly; and could we speak to every intelligent person, who has any local pride, or what is far better, a true appreciation of the wants of the rising generation, we would say, "What thou doest, do quickly." Future generations will prize your efforts more in this direction, than in the acquirement of wealth. While we build elegant dwellings and costly churches, let us at least have comfortable school-houses, where the youth can have proper advantages for the pursuit of knowledge.

SCHOOL APPARATUS.—Districts are not as well supplied with good

paratus as they should be. As well might the farmer work without utensils, as the teacher without apparatus ; and that teacher who consents to pass through a term, without having a blackboard or outline maps, certainly deserves censure. The ambitious teachers will have them, if at their own expense.

**LIBRARIES.**—Public sentiment is generally opposed to the present distribution of the library fund, and nearly all the districts apply the money for teachers' wages.

**ACADEMIES.**—The Hudson River Institute at Claverack, is still in a prosperous condition. No great change has been made in the faculty, and the number of students is as large as formerly. The Riverside Seminary at Germantown, having been in operation only a short time, bids fair to be successful.

**TRUSTEES.**—The majority of the districts now have but one trustee, and, generally the business is done with more promptness than when there are three.

**RATE-BILLS.**—Our opinion is somewhat changed, relative to rate-bills. Make the schools free, and there would be a demand for better teachers. Now, many trustees fear to hire good teachers, lest the attendance may be small, and consequently high rate-bills. People do not always look so much to the worth of a thing, as to the cost, especially in educational matters. Besides, the sensitiveness which some poor people have relative to being exempted, would not be felt.

**TEACHERS.**—There were employed during the past year 130 different teachers ; 122 being licensed by local officers, and 8 by State Superintendent. The proportion of males and females in each town was as follows :

Ancram, 3 to 7 ; Clermont, 2 to 7 ; Claverack, 1 to 6 ; Copake, 7 to 10 ; Gallatin, 2 to 3 ; Germantown, 1 to 9 ; Greenport, 1 to 6 ; Livingston, 1 to 10 ; Taghkanic, 2 to 5.

A better class of teachers was employed last year than formerly : there were not as many novitiates. Public examinations were held last spring, but none in the fall, as teachers could procure certificates at the Institute. Our aim has always been, to be as thorough in an examination as possible, not only to test the teacher's capabilities, but to make it a source of benefit to him, and through him to the school. Teachers oftener lack in method than in real knowledge. The certificates were graded according to learning and experience, together with the kind of spirit manifested. Some have strongly objected to these distinctions, especially to the third grade. They say, Reject the teacher that is not fully qualified ; and even go so far as to deem all not having an academic education to be unworthy. But as far as my observation extends, many, who are thus well qualified, and have even had considerable experience, are not the best teachers. Some who have State certificates consider it of no use to attend an Institute, or any other

place, where they can learn new methods of teaching ; as their course, though practiced for years, is better than anything more modern.

The third grade has generally been given to novitiates, and to those who could not pass a thorough examination, yet teach a good school ; and to some who never have any inclination to be present at any place of improvement. It would be well for the profession if the last named class were cut off entirely. In the examinations, reference has been had more to the capacity to teach, than to extensive knowledge. Though Latin and Greek, and the higher mathematics, are no detriment to the common school teacher, yet they can never make up for a deficiency in a faculty to impart. "As iron sharpeneth iron," so does mind act upon mind ; and the teacher who is the most skillful in bringing out the latent powers of the intellect, is the best qualified to act the part of an instructor.

**TEACHERS' INSTITUTE.**—The Institute for the county was held at the village of Hillsdale, commencing October 16, and continued ten days. There were 150 different teachers in attendance, and an average of 68 per day. As no Institute had been held in four years, it was considered a doubtful experiment ; but the result far exceeded our expectations. Mrs. HENRIETTA B. HEWES was in attendance during the entire term, and gave instruction in Reading and Mental Arithmetic, and also occupied two evenings in a public reading of select pieces ; thus exhibiting the superior attainments in this branch, which can be obtained by self-culture. Much attention was paid to the elementary sounds of the letters, by frequent drills on Page's Elocutionary Chart ; also to the intonations of voice, very essential, as there is quite a lack in these respects on the part of teachers. Prof. FRENCH, of the State Normal School, was present one day, and gave instruction in the manner of teaching Geography, &c. S. D. BARR, Dep. Sup't., was present one day, and occupied the principal part of the time with eliciting the ideas of the teachers in Practical Arithmetic. Prof. CAVERT, of the State Department, being present three days, improved the time very profitably in exercising the teachers in Grammar and Arithmetic. Rev. A. FLACK, Principal of Hudson River Institute, was with us one day, and made some valuable suggestions relative to teaching, more especially Writing and Composition. Rev. W. I. LOOMIS, of Martindale, illustrated a new method of measuring distances. The following gentlemen lectured before the Institute. Com. WOODIN, Rev. WM. OSTRANDER, S. D. BARR (Dep. Sup't), Rev. A. FLACK, Rev. M. R. LENT, Prof. FRENCH, of the State Normal School, Rev. P. FELTS, M. H. DORR, Esq., and Dr. BLIGHTON. The Institute was considered a success, and perhaps never was there so good a spirit manifested on the part of teachers. All seemed actuated with a desire for improvement. It is very desirable that Institutes be held hereafter regularly every year.

**LABORS OF SCHOOL COMMISSIONER, &c.**—Our time has been taken up during the past year with the various official labors we were called upon



to perform. We made 165 visits to the district schools; one at the Hudson River Institute, Claverack, and one to the Hudson Academy; and, with my colleague, visited the school at the county poor-house.

In making the round of visitations, our great aim has been to stimulate both teacher and pupils to seek for higher attainments. Teachers must study, if they will keep up with the times; they can not stand still. They are either advancing or retrograding; and the idea that teachers can do as well the first as succeeding terms, is preposterous. We have also endeavored, by suggestions to the teachers, &c., to introduce a systematic mode of instruction, by classifying as much as possible, even to the Alphabet. We have tried to be faithful in pointing out to teachers their defects in manner of teaching, and system of government, and they have generally appreciated the same by a cheerful acquiescence thereunto. We would not forget to mention the willingness of trustees to co-operate with us in many things deemed essential for the improvement of schools. The supervisors and town clerks have also generally performed their duties in harmony with the Commissioner.

Many applications have been made to change the boundaries of districts, some of which have been listened to, and the changes effected; but where public good would be sacrificed for individual convenience, the request has been rejected.

In conclusion, we can say much has been gained during the past few years. A greater interest is manifested on the part of trustees and inhabitants in sustaining good schools. Teachers are looking up for higher attainments, and consequently better pay; and we trust the time is near at hand, when Columbia county will equal any other section of the State in her educational facilities.

We judge as a whole, and not by some particular districts. May we be inspired by the motto of our great State, to keep rising both in point of intelligence and virtue. As we survey the past, we have great reason to be thankful to God who has watched over us as a nation, preserving us from dissolution and ruin, and has brought us to this high state of prosperity. We believe Education to be the handmaid of Religion; and both supported by the spontaneous offerings of a free people, will be the great bulwark against the downfall of our nation.

Respectfully submitted.

H. REYNOLDS, *School Commissioner.*

#### CORTLAND COUNTY—FIRST DISTRICT.

SCHOOL COMMISSIONER'S OFFICE,  
FIRST DISTRICT CORTLAND COUNTY, N. Y., }  
MARATHON, Jan. 1, 1866.

Hon. V. M. RICE, *Superintendent of Public Instruction:*

In accordance with the requirement of the Department, the under-  
[Ansem. No. 90.]

signed has the honor to submit the following Report of the condition of the schools under his supervision for the year ending Sept. 30, 1865:

STATISTICAL.—The number of school districts remains the same as at the date of my last Report, being 92; of which, 54 have one trustee, and 38 three. The number of school houses is 92. During the year one new school house has been erected, and several thoroughly repaired. School has been maintained in all the districts, except three, the required length of time. The number of licensed teachers employed at the same time for 28 weeks or more, was 91. The number of children between the ages of five and 21, reported by the trustees as residing in the several districts, September 30, 1865, was 4,217; being 62 less than reported the preceding year. The aggregate number of weeks school that was kept during the year, was 2,683. The whole number of teachers employed was 177; of which, 156 were females and 21 males, being an increase of 16 females and a decrease of 10 males as compared with the preceding year. Only 12 teachers were employed two terms in succession.

Trustees are slow to learn that a change of teachers each term is injurious to the progress of the school. The school that has made the most decided and rapid advancement under my supervision, is one that has been taught for the past four years by the same teacher. The true policy for trustees to adopt, is to employ a thoroughly competent teacher and to continue the engagement term after term for a series of years. Of the teachers employed during the year, four were licensed by the Superintendent of Public Instruction, and 173 by the Commissioner.

The whole number of children attending school during the year was 8,375; the average daily attendance being 1,522, which, it will be observed, is considerably less than half the whole number reported as attendance. As there has been no means heretofore of ascertaining the average daily attendance, it is therefore not known whether the attendance has been materially increased the past year or not. It is believed however, judging from observation, that the increase has been considerable, and that the result desired to be attained by making the average daily attendance the basis of the apportionment of a portion of the public money, will be, in a great measure, realized. The aggregate number of days' attendance was 44,316. The number of inspections by the Commissioner was 170. The number of volumes reported in the district libraries was 6,831. The value of the libraries, as estimated by the trustees, is \$2,478. If the library money had been properly expended and the books properly preserved, the aggregate value of the libraries at this date would have been at least \$20,000. I repeat the opinion expressed in my last report, that the best use to which the library money can now be applied is in the purchase of suitable apparatus, under the direction of the Commissioners.

The reported estimated value of the school houses and lots is \$20,633.

The lowest estimated value of any one school house and lot is \$20, and the highest \$1,110. The average valuation of school houses and lots in the several towns is as follows: Cortlandville, \$315; Cincinnati, \$228; Freetown, \$190; Harford, \$290; Lapeer, \$100; Marathon, \$225; Virgil, \$185; Willett, \$250.

**FINANCIAL RECEIPTS.**—The amount remaining on hand September 30, 1864, was \$243.91; apportioned to the several districts, \$5,779.14; amount apportioned from proceeds of gospel and school lands, \$342.66; raised by tax, \$2,624.21; by rate-bill, \$2,766.45; from all other sources, \$987.13; making the total receipts during the year, \$12,743.50, which is a little more than \$3,000 in excess of the receipts of the year preceding.

**PAYMENTS.**—The amount paid for teachers' wages was \$10,201.53; for libraries, \$33.03; for school apparatus, \$11.71; for school houses, sites, fences, repairs and furniture, \$1,084.53; for incidental expenses, \$1,291.81; forfeited in the hands of supervisor, \$7.40; remaining on hand, September 30, 1865, \$113.49; making the total expenditures during the year, \$12,743.50. The amount paid teachers exceeds the amount paid for this purpose the preceding year, by \$2,331.69, showing that their wages have been quite largely increased; yet it is a notable fact that they do not receive for their services as much as is received in nearly all other departments of labor. Commissioners, by licensing only thoroughly qualified teachers, can aid very much in effecting a reform in this respect. Those teachers who bring to their work but a modicum of brains, little common sense, limited qualifications and culture, ought not to receive much for their services; but those who possess brains, good common sense, varied and extended qualifications and culture, can not be too well remunerated.

**TEACHERS' INSTITUTE AND ASSOCIATIONS.**—The last annual session of the Institute was held at the Court House, in Cortland village, commencing Oct. 16 and continuing two weeks. The exercises were under the direction of the Commissioners, who were assisted by Professors S. W. CLARK, C. W. SANDERS, E. C. BEACH, H. M. DODD and L. PARK as instructors. The attendance was quite large, reaching nearly 150. Thorough class drills were daily conducted by the Instructors and Commissioners in all the branches usually taught in common schools, accompanied by familiar lectures on "Methods of Teaching," "Theory and Practice of Teaching," &c. The interest on the part of the teachers and citizens increased daily till the close of the session. The exercises of the evening sessions consisting of the reading and answering of questions deposited in the "Query Box," and discussions, lectures and excellent music by the "Glee Club," attracted large audiences, the Court House being scarcely of capacity sufficient to accommodate all. Evening lectures were delivered by Professors CLARK, SANDERS, DODD, BEACH, PARK, TARBELL, SANFORD, Dr. LAMBERT and the Revs. BEMAN and TORRY. These lectures were finished productions upon subjects adapted to interest and instruct common school teachers. Dr. LAMBERT received the highest encomiums from mem-

bers of the Institute for his skill in simplifying, analyzing and illustrating the science of Physiology. The closing exercises, consisting of orations, essays and literary papers, interspersed with vocal and instrumental music, elicited much applause and commendation from the audience. The Secretary of the Institute, in closing his report of the proceedings, says: "When we parted, we took the hand of many newly made but highly prized friends, and the feeling seemed to pervade every heart, we are better friends than before; we have a livelier sense of our obligations as teachers than before; we are amply repaid for all sacrifices made, and we will strive to honor our calling."

The Teachers' Association has held several interesting meetings during the year in various parts of the county, serving to awaken much interest in the cause of popular education.

**ACADEMIES.**—There are three academies in this district, being the same as stated in my last report—Cortlandville, Cincinnati and Central Academies. The teachers' classes in Cortlandville and Cincinnati are rendering valuable aid in qualifying the teachers of the county. The system of academical examinations, recently inaugurated by the Regents if strictly enforced and fully carried out, will do much to elevate the standard of academic education throughout the State, and will incidentally aid very much in elevating the standard of qualifications of common school teachers. I have no exact statistics of the academies, but can state in general terms that they are prosperous both as to attendance and efficiency.

**TRUSTEES' REPORTS.**—The information sought and obtained through trustees' reports by the Department may now be considered reliable with slight exceptions, although the misapprehension and limited business qualifications of many of the trustees subject the Commissioner to much trouble and vexation. The blank affidavit required to be filled out and attached to the last annual report of trustees, being printed on a separate sheet, increased the difficulty, frequently being lost in the distribution or in transitu to the town clerk's office. It would be much better if printed on the blank reports.

**REMARKS.**—Now that the rebellion has been crushed and war has ceased to be the all-absorbing topic of thought and the chief business of both State and Nation, it is reasonable to suppose that a new impetus will be given to the educational interest of the country; and there is much interest that the friends of true progress and civilization should cherish more ardently than that of the common schools, since they are to furnish the means of education to the masses; and on the character of that education depend the future prosperity, greatness and glory of our country.

The duties of the Commissioner are arduous and the compensation small, yet the consciousness of being instrumental in elevating the condition of our race, and of adding, though it be to a slight extent, to the intellectual and moral wealth of the nation, affords much encouragement to a faithful discharge of official duties.

Respectfully,

D. E. WHITMORE, *School Commissioner*

**SUPERINTENDENT OF PUBLIC INSTRUCTION.**  
**CORTLAND COUNTY—SECOND DISTRICT.**

TRUXTON, Dec. 30, 1865.

Hon. V. M. RICE :

Dear Sir—In compliance with your requirement, I respectfully submit the following Report :

I have under my supervision the schools in seven towns, viz :

**I. CONDITION OF SCHOOL HOUSES.**

CUTLER: Nos. 3, 7, 10, 11, 14, 15 16, good; Nos. 4, 5, 6, 8, 9, 12, 13, bad; Nos. 1, 2, burnt; No. 2, no report, and will probably be dissolved.

HOMER: Nos. 9, 10, 16, 17, 20, 22 and 24, good; Nos. 2, 3, 8, 11, 14, 19, 21, passable; Nos. 4, 6, 7, 12, 15, 18, bad; Nos. 7 and 18 will be dissolved, made no report this year, and can not keep up a school.

PREBLE: Nos. 2, 3, 6, 7, 8 and 9, good; No. 5, passable; Nos. 1, 4, 10 and 11, bad.

SCOTT: Nos. 1, 2, 4, 5 and 7, good; No. 5, passable; Nos. 3, 6 and 8, bad.

SOLOM: Nos. 1, 3, 5 and 7, good; Nos. 2 and 6, passable; Nos. 4, 8, 9 and 10, bad.

TAYLOR: Nos. 1, 2, 3, 5, 6 and 8, good; No. 7, passable; Nos. 4, 9 and 10, bad.

TRUXTON: Nos. 2, 4, 6, 7, 12 and 13, good; Nos. 3, 8, 10 and 11, passable; Nos. 1, 9 and 5, bad.

I am happy to report that I have been called upon by the trustees of several of these districts to examine the best school houses, as patterns for houses (intending to follow the best) to be built the following summer, and I have most cheerfully accompanied them. I am sorry to be obliged to say that some of the poorest of the school houses are situated in very wealthy districts, say enrolling among its citizens men worth from \$50,000 to \$100,000 each; while in some poorer districts they have very nice houses.

**II. CONDITION OF SCHOOLS.**—It is cheering to see so great a difference in favor of good schools since the close of the rebellion. Not only teachers, but parents and pupils partake of this general feeling. The prospect seems to open to a glorious future in educational interests. The teachers appear animated and happy: the watchword of the parents is "EDUCATE." There is, however, one drawback to our progress. The NOBLE BOYS who have fought the battles for our common Country, who have survived the perils of war and returned, have claimed the hand of some of our best teachers and taken them from among us. May they be happy in this change! Now we are to look for others to fill their places, and be careful not to fill them with those who will allow the schools to retrograde.

**III. THE CONDITION OF THE LIBRARIES.**—There is but little attention paid to this department. Something new is required. Occasionally a studious boy asks for good reading. I always refer them to the school libraries, and have known some happy results from such recommendation.

**ONE OR THREE TRUSTEES.**—The business is better done where they have but one trustee, although several districts have resolved to return to three after living under the supervision of one. I have promptly in-

formed them that they can not return, and have received some bitter epithets for telling them, and your Honor will probably be called upon to decide the matter.

There is but one Academy in this Commissioner's district, the Cortland Academy, situated in Homer village. In visiting the institution, I had some conversation with the Principal in regard to Teachers' class. Mr. NICHOLS said he thought such a class did not receive the benefit expected by the Regents of the University, and he did not care to have a Teachers' class in the Academy; as nearly all would attend the Academy that were in such class if there were no teachers' class, and he could then class them all as he pleased.

THE TEACHERS' INSTITUTE held at the court house in Cortland village, commencing October 16 and holding eleven days, was truly a success. Prof. C. W. SANDERS took the lead in Elocution; Prof. S. W. CLARK, in Grammar; Com. D. E. WHITMORE in Arithmetic, and Prof. PARK in Mental Arithmetic; Prof. H. M. DODD, in Geography. I can not speak too highly of the services of Prof. DODD; he not only took the lead in his department but was ready to take hold in every other place. The Commissioner and teachers were glad to see him enter the hall, for his cheerful countenance and soul-stirring enthusiasm lent a charm to the whole affair. Lectures by REVS. BEEMAN and TORRY, and by Profs. BEACH, TARBELL, SANFORD, CLARK and SANDERS. From these gentlemen we derived much benefit. Prof. LAMBERT, on Physiology, Anatomy and Hygiene, was listened to with deep interest.

Truly yours,

LYMAN PIERCE,

*School Com'r for the 2d District, Cortland County.*

## CITY OF POUGHKEEPSIE.

OFFICE OF THE BOARD OF EDUCATION, }  
POUGHKEEPSIE, N. Y., Jan. 24, 1866. }

Hon. V. M. RICE, *Superintendent of Schools:*

Dear Sir—The Public Schools of our city have been maintained during the past year with about the usual success; except that the High School for want of sufficient funds to sustain it, has been discontinued. The average attendance in our primary and grammar schools, as compared with former years, has been good; compared with what it ought to be—looking at our whole number of children of school age—it has been very small.

Our schools are all continued through the entire school year.

We have a separate school for colored children. It is difficult to keep up the interest in this school, and to secure a full attendance. I believe it would be better for all concerned to discontinue this school, and place the children in the schools of the districts in which they severally reside.

What we especially need, to make our schools what they should be and might be, is,

1st. More money. Our city raises nearly three times as much money for the support of paupers, as it does for the support of public schools. Were the amount provided for schools doubled, I believe we might soon diminish in the same proportion the amount required for paupers.

2d. We need a Superintendent of schools, who shall be required to devote his whole time to their interests, and who shall be suitably paid for his services. As it is, the attention given to our schools by the Commissioners is gratuitous; our city charter expressly providing that they shall receive no pay for their services.

3d. We need a municipal regulation, requiring all children of proper age to be in schools, unless otherwise ordered by their parents or guardians; and providing a special police to arrest truants and absentees. When we get these three things, the "good time" will have begun to come for our schools.

G. C. BURNAP,  
*President Board of Education.*

---

#### DUTCHESS COUNTY—FIRST DISTRICT.

FISHKILL PLAINS, January 29, 1866.

Hon. V. M. RICE, *Superintendent of Public Instruction:*

Dear Sir—Yours of the 20th instant, requesting me to forward to the Department a written Report of the condition of common schools in this assembly district, is just received. I have now no time to collect particular facts, consequently I must write from such general information as I have obtained in my visitations.

It is needless to recapitulate the facts contained in the Statistical Report already forwarded to you, such as number of districts, children, teachers, &c., &c., you already know all about it that I could possibly tell you.

More children have attended school the past year in this district, than in any former year of the terrible war just ended so gloriously. Most of proper school age (7 to 16) have attended some part of the time; a fair proportion have attended six months in the year. Their advancement in knowledge has been marked, and, I think, far in advance of former years. In no year of the past five have I been so well satisfied in this respect as in the one just passed.

Our teachers are a full average of the rest of the State, according to reports of Commissioners last year. In 1861 and 1862, many of our male teachers left the peaceful pursuit of teaching, in which they were engaged heart and soul, to defend our beloved country against a mad and determined enemy, who, without any shadow of provocation or cause, had determined to overthrow our Government and all its holy

institutions. I am happy to state that many of these men have returned to us safe, and are now again engaged in instructing our youth, none the less fitted for their duties by from two to four years experience in the holy work in which they have been engaged. As they have taught the enemy on many a bloody field that they can fight, when need be, for *Universal Liberty*, so may they teach our children the value of Republican Institutions; thereby the better fitting them for the part they must act in the future of our country.

A large proportion of my teachers are females; many of them have taught a number of years, and have so prepared themselves for the work that they will compare favorably with the best teachers anywhere. A large number, the past year, have married, and are thereby lost to the profession. Although sorry to part with them from the honored sisterhood of teachers, still they have my sincere wish for happiness in their new relations. I still trust that I shall have their cordial co-operation in all matters pertaining to our common schools; and though I may no longer meet them as formerly, I hope to realize that their influence is working for good.

As far as my experience goes, our best teachers are not those taught in High Schools and Colleges, but those who have received their entire education in a District School; they are more practical, and understand better those branches which should be taught to the masses. While they lack in refinement, they make up in thoroughness.

Before I leave this subject, I wish to express to you my sincere thanks for your cordial co-operation in all matters whatever, but more especially in sustaining my decisions when appealed from by teachers who had been refused certificates.

I have seen no reason to change my opinion in regard to rates since my last report; but, on the contrary, I am confirmed in the opinion that our present system is as near perfect as it is possible to be made at present. As to the new basis of the apportionment of public money, I am convinced that it is not an improvement; it renders the report to the trustees much more difficult to make out correctly. In former years eight out of ten were incorrect in some particular; last fall, not one out of twenty was correct. Most of the errors were in the average attendance which I had to correct as best I could. I do not think it will increase the attendance.

Trustees are generally too penurious in exempting the poor; they will collect the last cent they can, and then raise the balance by tax; while the law intends that they should exercise great liberality in exempting the parents of poor children, and they should not attempt to enforce the rate-bill against one unable to pay. But we can not expect that trustees will exercise proper liberality in this matter, until they are convinced of the fact that education lessens crime, and that it is economy to educate the people, thus saving the expense incidental to the trial and prop-



care of criminals; in fine, until the people are made to believe that schools are cheaper than jails and prisons.

As to the most urgent wants of our common schools, I do not know that I can do better than use the same language as in my last report: "1st. Teachers who love the cause, and will make it their profession and properly prepare themselves for it. 2d. One trustee for a district who has an interest in the school. No old bachelor should ever be elected to this office; neither should a man without children; their object generally being to have a cheap school, so as to lessen the taxes. 3d. A uniform series of text-books throughout the State. 4th. Commissioners who understand their business, and will give their time and attention to it."

As to libraries, there is now no question; their necessity and usefulness is a thing of the past. The money should not again be apportioned for that purpose, but should be apportioned directly for teachers' wages, or else used by the Department in furnishing such necessary appendages for the school room as are not generally furnished by the districts themselves. A portion of it might be used to great advantage in supplying every school room with some standard work for the benefit of teachers and pupils, like Brown's Grammar of Grammars. The books now on hand in the different districts should be sold, and the money expended for some useful purpose; that is, where they can be found. In many districts, they are already taken possession of by individuals. I trust some action will be taken by the present Legislature in this matter.

In conclusion, the Common School System of our State is comprehensive, practical, and grand; it means to give universal education to its children; and when the people shall comprehend its workings, and give their cordial support to it, the result will be that the children of the State, as they arrive at manhood and womanhood, will be competent to adorn every circle of usefulness and honor. Let us then all unite in so forming public opinion, that our common schools shall be our best schools. With an undoubted faith that that day will soon arrive under your wise leadership,

I remain, yours very truly,

AUGUSTUS A. BRUSH,  
*School Commissioner.*

---

#### ERIE COUNTY—THIRD DISTRICT.

GOWANDA, N. Y., Feb. 3, 1866.

Hon. V. M. RICE, *Superintendent of Public Instruction:*

Sir: The undersigned respectfully submits the following report, in regard to the schools of the Third Commissioner District, Erie County:

## STATISTICAL.

Number of school districts in this jurisdiction.....	97
do children of school age.....	5,283
do in attendance at school the past year.....	3,886
Average attendance.....	1,827
Average number of weeks' school in each district.....	29

Owing to the extreme severity of the winter of 1864-65, the attendance of scholars was very much reduced in this district, and many of the schools were in session a month shorter term than usual. At the present time, I have visited sixty-five schools this winter, and find the average attendance nearly fifty per cent. larger than last winter.

**SCHOOLS.**—The condition of schools in this district is as favorable as can be expected, in view of the great lack of interest in their welfare on the part of the inhabitants. It is useless to conceal the fact that there is a feeling of indifference, or at least a culpable carelessness in community, in regard to the affairs and the management of the common schools. The community would undoubtedly be *shocked* to have the schools *closed*; but the shock would be occasioned more by the breaking up of an established order of things, than from any real interest felt in the welfare and progress of the schools, or any real appreciation of their benefits. An institution designed for the benefit of the people at large requires something more than their tacit consent to its establishment in order to succeed and prosper. Large sums of money may be distributed every year for the purpose of public instruction; teachers may be employed to instruct the children; commissioners and superintendents may be elected to supervise the schools, visit them, "inquire into the management," encourage the teachers and scholars; and yet the school will fail of success in the mental and moral culture of the children, without the *heartly and continued co-operation of the PEOPLE THEMSELVES*. Some schools in my district are successfully accomplishing the great work for which our common schools were established; others, although not positive failures, are dull, inefficient, and lifeless. A thorough *wide-awake* teacher will *sometimes* effect a wonderful reformation in one of these *lifeless* schools; but it is often the case that the discipline is forced, and the efforts made by the teacher fail of success, *because not seconded by the patrons*. The teacher labors on through the term, *heart disheartened and discouraged*; some little progress has been made; change of teachers takes place, the former teacher being "*too particular* to suit; and ten chances to one, the school *relapses into its former condition*.

An experience of five years, in the supervision of the schools of this district convinces me that the efficiency and success of every school depends directly upon the interest manifested by its patrons, and that it is in the power of the inhabitants of every school district to make their school a thorough and successful agent in the educational and moral training of their children; in other words, to make their school *always*

*success and never a failure.* To accomplish so desirable a result, the inhabitants must conduct the affairs of their schools on the same general principles, and guard and watch over its interests with the same jealous care, that they do their private business matters.

**SCHOOL HOUSES.**—These do not differ in this district, in respect to neatness of appearance or convenience, from the same class of buildings found elsewhere throughout the rural portions of the State. There is in my district, I am glad to state, a gradual improvement in school buildings; although as a whole, they are the poorest class of buildings in the country, in respect to *fitness* for school purposes. Four new school-houses have been built during the past year, and a movement towards building during the present year has been made in several other districts. The law giving the Commissioner and the supervisor of the town power to condemn school-houses, has expedited these movements. I have condemned but one school-house in my district, for the reason that in most cases it is difficult to get the supervisor to act. The law has been of some benefit, however; and under its pressure, a vote to build a school house has been obtained in some districts, which, without the law, would not have been successful.

**TEACHERS.**—As a class, the teachers of this district are devoted to the work in which they are engaged, and labor earnestly and faithfully for the advancement of their pupils. There are some exceptions, and the best efforts of the Commissioner can not prevent unsuccessful and inefficient teachers from obtaining situations in our schools occasionally. The wonder is, however, taking into consideration the general neglect of the schools by the patrons, that our teachers are not *less* faithful and *more* negligent. Most of the teachers engaged for the present winter term have had an experience of one or more years in teaching, and are generally succeeding. I usually grant certificates for one year, in some instances for two years; and I expect every teacher will be present at an examination, as a member of the class, at the longest, once in two years, and generally *every year*.

Most of the schools are taught by female teachers, about one-fifth only being taught in the winter by male teachers. Wages of male teachers vary from one dollar to two dollars per day and board; wages of female teachers from three to five dollars per week and board, generally at one place.

**SCHOOL COMMISSIONER.**—The office of School Commissioner is one of great responsibility, and to discharge its duties in this district, with any degree of success, requires *activity* and *industry*. The duties of the office are numerous; the power of the Commissioner, except in certain cases, are *very limited*. He can condemn a school house if unfit for school purposes, *providing* he can get the supervisor of the town to *act with him*. He can order necessary repairs to be made, or a nuisance to be removed; and the law declares that "Trustees *may* make the repairs or remove the nuisance," that is, *if they are so disposed*, otherwise not. The Com-

missioner may visit a school, find the scholars surrounded by almost every discomfort; their seats are "stools of torture;" there are none of the necessary outbuildings which decency requires; the wood is green from the woods, and thrown into a pile out doors; the stove and pipe are out of order, and will not heat the house properly; there is neither black-board, chair, cup, water-pail or broom, and he can *do absolutely nothing* to make the scholars more comfortable, except to *consult with and advise the trustees*.

This statement of the condition of some school houses is not exaggerated. I find one or more such evils to exist in every school that I visit, and *all* to exist in some schools. In some cases trustees will follow the advice of the Commissioner, in *most* cases they do not have a mind to follow it. During the five years that I have held this office no appeals from any act or decision of mine, have been made to the Department; yet I have consolidated and divided school districts, and made alterations in their boundaries, &c., much to the dissatisfaction of opposing parties. The fact that no appeal has ever been made touching any act of mine, indicates that I have acted somewhat carefully and deliberately, and, I will add, *decidedly*. The commissioner, in my opinion ought never to act rashly; but there are changes in the character and condition of every school house, or its outbuildings, which the comfort and well-being of the scholars *imperatively demand*, and, in my humble judgment, the School Commissioner *ought to have the authority to make them*. Last year I rode over three thousand miles in the discharge of the duties of my office. I *talked, consulted and advised* scholars, teachers, trustees and parents. Some good results have followed, probably, but how *much more might have been effected* if I had had the power to *act* instead of so much useless *advising and consulting*.

It is true, that so far as scholars and teachers are concerned, the Commissioner's visit, in most cases, if an earnest, inquiring one, will effect some good result. It is encouraging to believe that the advice and counsel of the Commissioner are more often heeded by teachers and scholars than by the trustees or inhabitants. It is rather inconsistent, however, to advise scholars to attend school regularly, and to be attentive to studies while in the school, when, at the same time, we are aware that in some cases their feet can not touch the floor, owing to the height of the seats; in other cases, that there are no backs to the seats, and in other cases, that the school room is cold, dreary and uncomfortable. It is like relieving the naked and hungry by saying: "*Go thy way, be clad and be ye fed.*"

In conclusion, the undersigned expresses the hope that sometime common schools will accomplish the important work of cultivating the intellect, enlarging the understanding and correcting the morals of the youth of our State, as thoroughly and efficiently as they ought, considering the vast outlay of time and money employed in conducting them.

Yours respectfully,

HENRY S. STEBBINS, *School Commissioner*

## ESSEX COUNTY—FIRST DISTRICT.

Hon. VICTOR M. RICE, *Superintendent of Public Instruction*:

Dear Sir—The undersigned, School Commissioner for the First Commissioner district in the county of Essex, comprising the towns of Chesterfield, Elizabethtown, Essex, Jay, Keene, Lewis, North Elba, St. Armand, Willsboro and Wilmington, respectfully submits the following Report:

**SCHOOLS.**—There are under my charge 102 districts, of which 94 have maintained a school during the year for 28 weeks; of the remaining eight, four of them had nearly completed the same required time. Out of 5,390 children of school age reported by the trustees, 3,912, or 72 per cent, have attended school some part of the year. These reports show an increase of three children between the ages of five and twenty-one, and a decrease of 206 in the number that have attended school. This last is an error on the part of the trustees' previous reports.

**RATE-BILLS.**—My experience for the past year has led me to change my mind in reference to rate-bills; they never increase the attendance, while they often diminish it. I believe it would be better if it could be so arranged that their necessity might be obviated.

**SCHOOL HOUSES.**—There has been a slight change in regard to our school houses during the year. One new school house has been built, and two or three others have been very effectually repaired. I wish I could report more of the same, as we need them badly. Of the 96 school houses in this district, 7 are log, 76 are frame, 12 are brick, and 1 is stone. One-fourth of them have no out-buildings; one-half have no play-grounds, and only one has a yard enclosed by a fence.

Our good farmers being so anxious to occupy all the rough, stony land they could, placed their school houses, many of them in the highway. I found that in many of them the seats were inconvenient to get to and from, and hard to sit upon; while the desks—if they were so fortunate as to have any—are wholly unfit to use for the purpose of writing.

I am glad to say, though, that we have some great contrasts to this sad picture. Yes, we have some districts, the inhabitants of which think as much of their children as they do of their horses or sheep, and love to make their school houses comfortable and pleasant for their children, and not a prison-house; that they may be, as it were, insensibly attracted to them by their loveliness. I found that about one-third of the school houses have maps of some kind, but only two have globes; two-thirds have good stoves; four-fifths have a chair and desk for the teacher; nearly all are supplied with a pail, a broom, &c.; one-half have ventilators, but too many do not need them; the most of them have blackboards, while but a few teachers use them as they might.

On visiting the schools, I found them generally, in discipline, good; in order, quiet; in classification, bad; and in recitation, mechanical. Our

text-books are still a source of trouble to us ; as there are so many series, it produces a multiplicity of classes, and thereby much of the time of the teacher is wasted. In the schools, I generally found Reading taught miserably ; Spelling, quite well ; Writing, but very little, and that poorly taught ; Geography and Grammar, poorly also ; but Arithmetic, very well indeed. In fact, written Arithmetic I find is the best taught of any of our common school branches. Pupils generally attend school between the ages of 5 and 18, and then the attendance is very irregular ; with many, it is only two or three months each year. Very many of our schools are small ; several causes have united to make them so.

**WANTS.**—In order that the greatest good may be derived from our schools, we need good school houses, and all pertaining thereunto ; with a uniformity of text-books ; larger districts, or schools rather ; more interest on the part of parents ; no rate-bills ; good teachers ; and a common feeling on the part of all—with the necessary resolution to carry this feeling out—that they are the most effectual means within our reach for improving the young, advancing the best interests of society, and thereby benefiting our country ; and that they are in fact her surest safeguard against prejudice, political imposition, anarchy, rebellion and treason.

**TEACHERS.**—During the past year, 189 different persons have been engaged in teaching. Of this number, 22 were males ; they taught exclusively in the winter ; their wages would range from \$30 to \$50 per month, and average \$35 per month, exclusive of board. The females received from \$1.50 to \$4 per week, in summer, and from \$2 to \$7 per week, in winter ; their average wages for both winter and summer, would be about \$3 per week, and board. The majority of the females engaged in teaching, intend to make it their permanent employment for a period indefinite.

I have, within the past year, examined 137 applicants for certificates. I have licensed 112, and refused 25. Of the certificates given, six were of the first grade, 37 of the second, and 39 of the third. Of the persons to whom I have given certificates this year, 60 have attended our Institute, and 31 of them also have attended another during the year, while many others have attended a Teachers' Association. My examinations have been principally oral, from questions prepared upon cards ; these questions to embrace the whole range of each of the several branches taught in our common schools. From the standing of the applicant on these cards, also the general deportment and appearance, the ability in reading, spelling and penmanship, and the power to impart instruction exhibited by the applicant, is determined his fitness to fill the responsible position of a teacher. Quite a number have studied "Page's Theory and Practice of Teaching," and a few are subscribers to the "New York Teacher" and the "Educational Monthly."

These is only one Normal school graduate engaged in teaching in this

District: Mrs. SARAH J. WICKS, and she is instructing with very marked success in the Essex Select School.

ACADEMIES.—There is no Academy in this Commissioner district; but the Teachers' Class from Essex county is taught at the Keeseville Academy, situated in Clinton county, and now under the very competent instruction of Mr. C. R. BALLARD. I witnessed the examination of the Teachers' Class in this Academy at the close of the last term, and found it to be very thorough. If the course lately adopted by the Regents of the University in regard to the examination of Teachers' Classes is persevered in, it will doubtless be of material benefit to the persons constituting those classes, and also to our common schools. There was a larger attendance at the Keeseville Academy during the last term than in several terms previous; there being in all 123 students, including a Teachers' class of 19, of whom 11 were from Essex county. It has been for several years in a very languishing condition, but it now seems to be gaining in popularity. It has a small library of 254 volumes, 14 having been added during the past year; the whole valued at \$264; also chemical and philosophical apparatus valued at \$474. Instruction is given in the primary, common, and higher English branches, in Music and the Languages. Some very good and some very poor teachers have received instruction in the Teachers' Classes at this Academy.

PRIVATE SCHOOLS.—Eleven private schools, with an aggregate attendance of 371 pupils, have been reported; which is a decrease of five in the number of schools, and an increase of 141 in the number of pupils attending such schools. Parochial schools and schools for colored children, we have none.

UNION FREE SCHOOLS.—One was organized October 2, 1865, in District No. 1, Elizabethtown, in accordance with the provisions of title 9 of chapter 555 of the Laws of 1864. They purpose erecting suitable buildings next summer, to accommodate three or four departments; one of which is to be academical.

DISTRICT LIBRARIES.—Of \$205.18, library money apportioned the several districts in this Commissioner district, only \$65.79, or 32 per cent., was used for that purpose. In purchasing the books, many poor selections are made; in consequence of which, they are not held in high esteem by the people; and as no records are kept in many of the districts, the best books are soon lost or destroyed. Newspapers and periodicals are very generally found, and private libraries rarely; these, to a considerable degree, fill the demand formerly met by district libraries.

TRUSTEES.—Public opinion favors having but one trustee, and but a few districts have more than one.

TEACHERS' INSTITUTE.—The Teachers' Institute for this county was held at Elizabethtown, in October. Considering the locality and the times, it was quite a success; there being 87 teachers present, and 53 during the ten days. Although the teachers and all were greatly disappointed at not seeing either Dr. CRUIKSHANK or Prof. TOWNSEND, who were adver-

tised to be present on the occasion; still it passed very pleasantly, and was a season of profit to all. The exercises were very ably conducted by Mr. L. B. NEWELL, of Westport, assisted by the Commissioners; and many new ideas in regard to teaching and illustration were brought out. During the second week, instructive lectures were delivered before the Institute by GARDNER CUTTING, Esq., of Rochester: Subject, "An Address to Teachers." F. A. SMITH, Esq., of Elizabethtown: Subject, "Tennyson as a Poet." HON. MATTHEW HALE, of Elizabethtown: Subject, "Modern Utilitarianism not favorable to True Progress."

The people of Elizabethtown contributed much to the interest of the Institute; and among the many I will mention the names of Rev. BARROWS, Judge HALE and Judge HAND. There is, I think, an increased interest manifested in regard to Teachers' Institutes; and it is confidently hoped that ere long Essex county will rank amongst the first in the State, in regard to the means used for, and the ends gained by, educating her children.

**COMMISSIONER'S DUTIES.**—During the past year I have visited schools 186 times, and nearly all the schools twice: this, with the other duties pertaining to the office, has occupied nearly all my time. Public examinations were held in each of the towns, thus giving the teachers the opportunity of an examination without much inconvenience to themselves. Two new districts have been formed; three alterations have been made, and several districts have been bounded anew. I have endeavored to discharge the duties devolving upon me to the best of my ability. There has not been done that might have been done, and much that has been done ought to have been done differently.

We have to license many persons whom we believe ought not to be teachers; as our schools have to be supplied, and that from such material as we can get. Still we hope for the best; and faith seconds the hope that there will ere long be an increase of interest on the part of all connected with our common schools, so that all we desire for them may be received. Believing that they will then take an important part in hastening forward the glorious future that awaits our beloved country.

I am, sir, your obedient servant,

ISAAC D. NEWELL

AUSABLE FORKS, Dec. 25, 1865.

#### ESSEX COUNTY—SECOND DISTRICT.

To Hon. V. M. RICE, *Superintendent of Public Instruction:*

According to requirement, I respectfully submit the following Report

**COMMISSIONER DISTRICT.**—This embraces the eastern portion of Essex county, including eight towns: Crownpoint, Minerva, Moriah, Northcomb, North Hudson, Schroon, Ticonderoga and Westport. Westport



Moriah, Crownpoint and Ticonderoga, are situated on the west side of Lake Champlain, and are the lake towns of this district. The other towns extend westward a distance of between 40 and 50 miles. Portions of some of these towns are new, particularly the town of Newcomb, which is a large town and nearly the whole of it a wilderness ; there being only four school districts, and those very small : there are two school houses in this district, that are 60 miles apart. To make one visit to each school house in the district, makes a drive of about 500 miles.

**SCHOOLS.**—In this Commissioner District there are 92 school districts, two of them being joint with the school houses in this county. There have been, as you will see by my abstract, 81 licensed teachers employed at the same time for 28 weeks, besides four that have lacked from three to five weeks of 28 weeks ; with an average daily attendance of 1,671.775 pupils. The number of children between 5 and 21 years of age, residing in the districts, is 5,015. The number of children attending school during the year, and residing in the districts, is 3,858.

District No. 2 in the town of Westport, has employed three licensed teachers at the same time for over thirty weeks, and district No. 5 in the town of Moriah, has employed two licensed teachers at the same time for about 37 weeks. The former is a Union School formed by uniting two districts, and is situated in the village of Westport : it is under the instruction of Prof. L. B. NEWELL, and is in a very flourishing condition. The latter is situated in the village of Port Henry ; and although it has shown commendable zeal for a year past, in having two teachers, it has gone back again to one. This is not done from a want of means, or a sufficient number of scholars to keep two teachers busily employed, but from a lack of interest for the best welfare of our common schools. As portions of this mountainous district are thinly settled, the schools are necessarily small, making it difficult for the teachers to keep up that life and interest that is desirable.

A large proportion of the districts have raised rate-bills during the past year, and I hear but little fault found with that practice. Most of the school houses are frame buildings, built in a cheap manner, without any particular attention paid to their architecture, warmth or convenience. There are only six that have yards inclosed with a fence. The rest are mostly built on the corners of the roads, with no other playground than the highway. There are only three school houses that have a belfry and a bell. Three districts have no school houses at all ; four have only miserable log huts, and about six have mere shells with simply a frame and boards nailed on the outside, without lath or plaster, and so cold that they can not have a school in the winter months. Nearly half of the districts have no outbuildings at all ; and those that have, with a few exceptions, are not worth mentioning. Most of the school

houses have an apology for a blackboard, and some kind of a chair and desk for the teacher. The stoves are usually good, but some of them look as though they would endanger the school house every time a fire is built in them. The subject of ventilation never seems to have been discussed, for none of the school houses are properly ventilated. A small majority of them have some kind of map, while but very few have any globes.

There have been two new school houses finished during the year, and one or two more districts are talking of building new houses the coming spring.

We have a great variety of text-books : four or five different kinds of readers and spellers ; four kinds of arithmetics, geographies and grammars, and two kinds of algebra. An attempt has been made during the past year to get a uniformity, but with poor success. We are much importuned by the agents of book-publishers. This territory has been bought and sold once or twice during the past year by those philanthropic individuals, and we are now worse off than ever. Would it not be well if there was some recommendation from the State Superintendent in relation to an uniformity of text-books.

During the last year, there have been 17 male teachers and 144 female. The proportion of female teachers has increased for the last two years. The males have received on an average about \$24 per month, and board for their services. The females have received on an average about \$1.75 per week, and board, for summer schools, and \$2.50 for winter schools. About one half of them have attended an Institute, and others have attended the teachers' association. In some instances, the teachers have spent half of their summer's wages in the necessary expenses attending the Institute.

I hold my examinations semi-annually (spring and fall) in all the towns in my district, except Newcomb. In Newcomb, they usually employ teachers out of town. I give notice to the teachers of the time and places of holding my examinations, by advertising in the county papers, and also extend an invitation to all who take an interest in our common schools to be present. The public do not generally respond as freely to this invitation as I could wish. The examinations are partly written and partly oral. I usually send the teachers to the blackboard, and require them to solve and explain problems in arithmetic, draw outline maps, &c. A few have read works on the Theory and Practice of Teaching, and subscribe for a monthly periodical devoted to educational matters. There are two Normal graduates, and four teachers licensed by the State Superintendent, teaching in this district. They are doing a good work, and I wish that we had more of them.

There are two academies in this part of the county ; one is in the town of Moriah, and the other in Ticonderoga. The academy in Moriah is an old brick building, and not in very good repair. Its library and apparatus are nearly all destroyed (but no one knows how), and will

there is left is worthless. They usually have two or three terms of school, of eleven weeks each, during the year, if they can persuade a teacher to go there and run the risk of getting scholars enough to pay for his board. The academy in Ticonderoga is a wooden building, and in very good repair. I know nothing of the condition of its library and apparatus. Owing to a great deal of sickness during the past summer, it is not in as flourishing condition as it has been. It is supported by the tuition of the scholars. There is no teachers' class in either of these academies.

There have been five private schools during the past year, with an aggregate attendance of 100 scholars. There are no parochial schools, or schools for colored children, in this district.

Our district school libraries are almost entirely neglected, and I am afraid will soon be numbered with the "things that were." The districts usually go through the formality of electing a librarian; but in a great many instances the library is not molested, only to move it from one attic to another. A few districts, however, have a place for the library in the school house, and a record of the books is kept. A large proportion of the districts expend their money for teachers' wages.

TEACHERS' INSTITUTE.—The Institute for the county was held at Elizabethtown, in October, and continued its session for two weeks. The exercises were conducted by Prof. L. B. NEWELL, of Westport, assisted by Commissioner NEWELL, of the first district, and myself. The attendance was not as large as it was last year, owing partially to the locality. The Institute was decidedly a home institution this year, for teachers and lecturers all belonged to the county.

COMMISSIONER'S LABORS.—I have spent most of my time during the past year in the discharge of the duties of my office. I have visited all of the schools, but one, in my district, and most of them twice. Owing to ill-health, in the latter part of the season, I failed to reach a number of the schools this last summer. I have endeavored to do my duty faithfully, and to the best of my ability; yet I am aware that many things might have been done differently, and to better advantage. I sincerely hope that my year's labor has not been in vain.

I remain yours truly,

B. B. BISHOP, *School Commissioner.*

---

#### FRANKLIN COUNTY—FIRST DISTRICT.

To the Hon. VICTOR M. RICE, *Supt. of Public Instruction:*

Permit me to submit the following brief Supplementary Report for 1st Commissioner District of Franklin county:

NUMBER OF CHILDREN.—The number of persons of school age in the district is 6,115, against 6,093 in 1864 and 6,581 in 1863. Of these, 4,188 have attended school some part of the year. The whole number of days' attendance is 266,246, and the average daily attendance 1,641, nearly.

The number of children who have attended school is greater by 126 than in 1864. I think it fair to say that the new basis of apportionment of school money has induced a considerably larger average attendance than formerly.

DISTRICTS AND SCHOOL HOUSES.—The number of districts from which reports have been received is 83. Three have failed to report as yet. There have been no school houses built, and but \$934.35 expended in repairs of old ones.

TEACHERS.—The number licensed and employed at some time during the year is 133 females and 24 males, making a total of 157. Most of these are of the second grade; a few (about an equal number each) of first and third grades. Wages are nearly the same as last year.

RATE-BILLS AND TAXES.—There has been raised by the former, \$2,269.81, and by the latter, \$3,794.57. Of this latter amount, \$2,007.80 have been paid by the village of Malone for the support of the only Free School in the district. The amount raised by rate-bills is three times as great as in any former year, showing a commendable disposition on the part of the people to support their schools, although the wages of teachers and the expense of maintaining schools has advanced.

TEXT-BOOKS.—In these a greater uniformity prevails. They are mostly the National Spellers and Readers, Robinson's Arithmetics, Monteith and McNally's Geographies, Wells and Quackenbos' Grammar, and Spencerian Penmanship.

ACADEMIES.—Franklin Academy still continues to be an excellent and well conducted institution. It has a "Teacher's Class," organized for the winter term.

LIBRARIES.—Twenty-two, or only one-fourth of the districts, have applied their money to the purchase of books, and 85 districts report 3,944 volumes in their libraries, and of the value of \$2,630. Forty-one only, have book cases. A very great difference prevails in the value at which the books of the several districts are estimated. For example, one district reports 95 books, valued at \$5; another, 175 books, valued at \$50; and a third, 66 books, valued at \$75. Whether this discrepancy depends upon a real difference in value, or upon a difference in appreciation, I can not say.

INSTITUTE.—The Institute for the county was held at Fort Covington, in the second district. It was successful in its management, and pretty well attended. Commissioner LEWIS, I doubt not, will speak more particularly of it.

COMMISSIONER'S LABORS.—I have made 155 visits and licensed 140 teachers. The labors have been pleasant and interesting. Time alone can show whether they have been of profit to the pupils.

Respectfully submitted.

SIDNEY P. BATES, *Commissioner*.

MALONE, December 30, 1865.

## GREENE COUNTY—FIRST DISTRICT.

SCHOOL COMMISSIONER'S OFFICE, }  
TANNERSVILLE, January 16, 1866. }

Hon. V. M. RICE, *Superintendent of Public Instruction* :

Sir—The undersigned School Commissioner respectfully submits the following Report:

COMMON SCHOOLS.—There are within my jurisdiction 80 school districts, having houses within the county. The financial and statistical reports which have already been forwarded to your Department, will furnish you with most of the facts pertaining to schools in my jurisdiction. This District embraces the towns of Athens, Cairo, Catskill, Halcott, Jewett and Lexington. It appears from the reports of trustees, that there are 5,785 children of school age within the district.

RATE-BILLS.—From the information I have been able to receive, I can not believe that rate-bills prevent the attendance of scholars to any great extent. A few districts may find fault, generally by way of excuse for employing cheap teachers, more than for any other reason.

SCHOOL HOUSES.—There is generally less taste exhibited in the selection of sites for school houses, than there is for barns or any other buildings; yet there are some exceptions to this general rule. The supply of school apparatus is very limited; every school house has a black-board; about one-third have maps of various kinds, and a few have globes, charts, &c. The school houses, for the most part, are warmed by wood stoves, and ventilated by lowering the window sash.

TEACHERS.—The proportion of male teachers to female is as one to five; about one-third of whom follow teaching as a permanent business. The two-thirds are mostly young and inexperienced persons. There are a few, however, who improve every opportunity in preparing themselves for their vocation, and thereby become excellent and efficient teachers.

There is in many instances a lack of interest, energy, and thoroughness on the part of teachers. Many lack the ambition to keep pace with the spirit of the times. A goodly number, within the past year, became subscribers for the *New York Teacher* or *American Educational Monthly*. In the classes held last spring by Commissioner Mott and myself, we recommended these works for their perusal; also at the Institute, in conjunction with Dr. FRENCH. The reading of the above-named periodicals, and works on the subject of teaching, with careful study and systematic thought, are some of the means that every teacher should make use of to prepare them for the arduous and responsible duties of their vocation. I have granted mostly second grade certificates during the past year, for six months duration; a few for a year.

According to the instructions from the Department, my associate Mr. MOTT, and myself, are encouraging only those teachers who were in attendance at the Institute, except in cases where we find that some un-

avoidable circumstance prevented their attendance. This in a measure made demand for teachers instead of demand for schools, and a more adequate remuneration. The people must demand those who prepare themselves for their work, and will perform it, rather than those who keep school for a small compensation. I can truthfully say that a change is gradually taking place for the better.

**LIBRARIES.**—These are held, apparently, in very slight estimation, and are but little used. One reason is, many of the books comprising them are scarcely worth perusing. Only a small portion of the money appropriated for libraries is applied to the purchase of books. Whether or not the appropriation of money for library purposes ought to be continued, is a question for the wisdom of the Department to consider and decide. In my humble opinion, the money could be better applied, and the interest of the people better represented, by expending it for school apparatus. I am satisfied that but little reliance can be placed upon the reports of trustees, either as to the number of volumes or their value.

**FREE SCHOOLS.**—District No. 1, in the town of Catskill, is the only Free School in this district organized under the law of 1853. The colored school in Catskill is embraced in the public free school; the number of pupils is about 60. No parochial schools are reported in this district.

**TRUSTEES AND REPORTS.**—Of all the annoyances this Commissioner has had to endure in an official capacity, the Reports of Trustees have been the greatest. I have, for the two years that I have served as Commissioner, been prompt in leaving the blank reports at the different town clerks' offices according to law. Many trustees return them partially filled up; others require to be written for from one to four times, before receiving them; then to be returned, written for again; and finally this Commissioner has had to do what the law ought to make provision for, viz: go and assist in making them out. I am satisfied that the reports of trustees are not made from any data they may have; simple guess-work, and very bad at that. One year ago, I prepared a circular, which accompanied each blank report, with instructions to trustees; this did not remove the difficulty, or prevent error. This season, I numbered each blank report corresponding to the district, and entered the amount of public money apportioned to the district; and in a few instances this was changed by trustees before returning.

I would suggest that the law be so changed as to compensate the Commissioner, and compel him to meet the trustees of each town, by giving them timely notice of the day upon which he will meet them—the trustees to have the register, and all papers belonging to their district. In all my intercourse with trustees, I have met with kind and courteous treatment. The success and usefulness of schools depends almost as much upon the trustees as upon the teachers. Would that they might feel and exercise their power for usefulness.

**EXAMINATIONS.**—After another year's experience, I can only add that no change has taken place in the plan reported to the Department last year by Commissioner Morr.

In conclusion of this brief report, I can truthfully say, I have endeavored to discharge my official duties to the best of my feeble ability; and if the results are not fully to the satisfaction of the Department and the public, I have the satisfaction of knowing that the teachers of this district, as a class, never ranked higher in ambition, energy, and devotedness to their vocation, and that the schools were never in a more flourishing condition than at the present time.

Very respectfully, your obedient servant,

S. S. MULFORD,

*School Commissioner.*

### GREENE COUNTY—SECOND DISTRICT.

SCHOOL COMMISSIONER'S OFFICE, }  
ACRA, Dec. 26, 1865. }

Hon. VICTOR M. RICE, *Superintendent of Public Instruction* :

In obedience to your request, I report :

**COMMON SCHOOLS.**—The number of school districts within my jurisdiction is eighty-five; one more than last year. I have formed a new district, No. 14, New Baltimore; made changes in the boundaries of Districts Nos. 1, 6 and 8, Prattsville; and surveys and order preparatory to the annulment of District No. 10, Greenville. *Eighty-eight* different teachers have been employed, at the same time, during the year.

**PUPILS.**—The whole number of pupils in attendance has been 3,947; an increase of 30. Whole number residing in the district, 5,299; a decrease of 16. I judge that there has not been an absolute increase of pupils who have attended school. There have been 197 reported as attending from other districts. At least 210 have been counted twice in the general attendance; leaving the actual number of pupils attending school 3,737, and 1,562 persons between the ages of *five* and *twenty-one* who do not attend school. Those from *five* to *fifteen* years of age give *eighty-five* per cent. of the attendance. It is to be regretted that so few of those who are over 14 years of age attend school. Many causes tend to this result : parents do not generally manifest a deep and lively interest in the education of their children; school houses are, in a majority of the districts, permitted to remain without cleaning and renovation; they lack substantial and health-sustaining furniture, a proper supply of apparatus, maps and text-books, and visitations and examinations of the schools by the people. I have, by writing to the trustees, desiring them to join with me in my visitations, to notify the teachers and pupils, and to invite the inhabitants, endeavored to awaken a little interest in the visitations of the schools. The children have, as a whole, cheerfully attended on my visitation days. The teachers have

generally co operated as well as could be expected. A very few trustees have been kind enough to join with me. The inhabitants, with few exceptions, have considered the subject of too little importance to engage their attention. I shall continue to notify trustees of the time I intend to visit their schools, and invite all to join with me. I have thus far been able to meet every appointment.

**ATTENDANCE.**—The average attendance, as a whole, is not better than last year.

**RATE-BILLS.**—These make a material difference, in some districts, in the attendance and the number of days taught during the year. There would be far better attendance, and a greater length of time taught, if the schools and text-books were free to all.

**BRANCHES TAUGHT.**—The branches most generally taught are oral and written spelling; penmanship, with few exceptions, by imitating bad models on poor paper; reading is better taught than it was last year, though the progress is slow, and most of the pupils are reading lessons beyond their comprehension; geography and grammar are taught somewhat better than last year—they are sadly neglected: to have these properly taught, our teachers must be retaught. Much more attention has been given to mental arithmetic than last year, and with considerable success; written arithmetic and algebra are receiving a large share of attention, although not attended by very promising results, on account of the want of skillful application; and very little of history and the practical instructions necessary to fit for every-day life. As a whole, considerable progress has been made, and there certainly are good indications of continued though slow improvement.

**URGENT WANTS.**—These are commodious, well furnished school houses; a supply of true, well-educated teachers; and a proper appreciation by the people of educational *ends* and the *means* for attaining them.

**TEACHERS.**—The proportion of male to female teachers is as *thirty-seven* to *one hundred and thirty-two*. About one-fifth of them follow teaching as a permanent business: they average about three years in teaching. Female teachers receive their board and from *forty-five cents* to *one dollar* a day for teaching, averaging about *fifty-four cents* a day. Male teachers receive from *eighty cents* to *two dollars* a day and their board. Very many of the teachers board round. The practice, however, is passing away.

Many of the teachers do not attend Institutes, and a large portion of the community has countenanced and encouraged their non-attendance. Those who have attended are teaching far better than those who have not attended, or made some special preparation for teaching. Only a few of the teachers have read any work on the *theory* and *practice* of teaching. The indifferent teachers are most clamorous for licenses to teach. Such persons do not receive or merit approbation from this commissioner, and shall, with due regard to fitness, be permitted to make further preparation for teaching before being licensed.



Several of my constituents continue to urge me to grant certificates only to persons well qualified to teach, and are willing to increase the pay of teachers. Too many, in some localities, are yet clamorous for teachers who will teach for low wages. I think I am safe in asserting that *wages*, not *worth*, determines the employment of persons to teach, in at least one-half of the districts. In this matter there has been a change for the better. *Four* holding State certificates, *two* graduates of the State Normal School, and *one hundred and sixty-three* licensed by local officers, have taught within this jurisdiction. Their success has been in ratio with their preparation. Our poorest teachers are most clamorous for increased pay: they generally get all they are worth. The good teachers often receive damage from these poor teachers, who set an example of inefficiency, which many unjustly permit to prevail against all teachers.

EXAMINATIONS.—I have continued to conform to the requirements of the law, and of the Superintendent of Public Instruction, in my examinations of teachers. In conjunction with Commissioner S. S. MULFORD, I held six classes within my jurisdiction in the spring, and a class at the Teachers' Institute held at Catskill during the fall; and three special classes in the spring, and three more this fall and winter. I have made but few other examinations. During the year, I have made *two hundred and fifty-five* examinations; granted *fourteen* first grade, *one hundred and forty-six* second grade, and *eighty-five* third grade certificates. I have also refused to grant *ten* certificates. These grades are rather relative than otherwise. With very few exceptions, the *first* should be *second* grade, the *second* should be *third*, and the *third* grade dropped from the list of persons fit to teach. The commissioner has been obliged to grant certificates in this way, for want of a greater number of better qualified persons offering to teach. Indeed, there have been of all kinds, anxious to teach, too few to fill our schools, though trustees have generally been willing to increase the wages. The burden of my examinations has been in writing. The oral examinations have been made to determine aptness in illustration, and ability to communicate with force and expression. There has been an increased demand for *good* teachers this fall, in most cases accompanied by an offer of increased wages.

ACADEMIES.—There is one Academy at Coxsackie, in this jurisdiction. The attendance has not been definitely reported to me. The pupils in it are similar to those attending the public schools: from *five* to *twenty* years of age. I am not prepared to answer concerning libraries; apparatus, chemical and philosophical; studies generally pursued in them; wages paid their teachers; their sources of support and rates of tuition. Nor am I prepared to say it is of any practical benefit to the common schools, by reason of the Normal class taught in it. There has not been any effort made by that institution to inform the county of the Teachers' class to be formed in it. Several persons have informed me that they desired to join the Normal class, so as to better prepare themselves for

teaching; but could not, on account of the want of notice of the time it was to be formed. I think it was formed too late to give preparation to persons anxious to conduct our winter schools. It is probably now in session.

The School Commissioners of each county should be consulted as to the time for holding the Normal classes in the academies, and also in the selection of the persons composing them. But very few who have heretofore attended Normal classes in this county have ever engaged in teaching, so far as I can find by a careful and extended course of inquiry. I promised, last year, to avail myself of all means in my power to arrive at and report the truth in this matter in my next (this) annual communication to the Department. I wrote to the principal of the Coxsackie Academy, and sent therewith a quotation of the part of my last year's annual report concerning academies, which has remained unanswered. My impression, at this time, is that but very few in the Normal class at Coxsackie are there for the purpose of preparing to engage in teaching. I shall rejoice to find this a wrong impression, for our schools need a large accession of better prepared teachers. The common schools in the vicinity of the academy are very much neglected by the school officers.

PRIVATE SCHOOLS.—There appear to have been *six* private schools, *five* less than last year; and *one hundred and sixty* pupils, *ten* more than last year, attending them. These are mostly encouraged by persons of aristocratic proclivity, minus the ability to merit more than their neighbors. By their activity, they contrive to damage the public schools and their own children to some extent.

PAROCHIAL SCHOOLS, schools for colored children, and Union Free schools, do not exist in these seven towns.

DISTRICT SCHOOL LIBRARIES.—These are neglected more and more. The money could be much better employed by giving a new dictionary to each school district: the old ones are worn and not "up to the times;" and some districts have never had one, and, perhaps, never will, except by legislative allotment. Though the law is opposed to trustees receiving the library money, much of it is yet paid to them. Private libraries, periodicals, and newspapers supply most of the reading matter in this jurisdiction.

TRUSTEES.—The sentiment of the people in regard to *one* or *three* trustees, is changeable. A few have adopted the *one*-trustee resolution *this* year. About as many have tried to have *three* trustees again. *Forty-six* districts have but one trustee, and *thirty-nine* districts have three trustees. In a few years, under the present law, all the districts will have but *one* trustee.

TEACHERS' INSTITUTE.—This was held at Catskill from Oct. 23 to Nov. 4, 1865, and was in session for *ten* days. *Ninety-eight* persons were in attendance, and *fifty-eight* for ten days. It was generally conducted by J. H. FRENCH, LL. D., Prof. of the Science of Teaching, assisted by Com-

missioner S. S. MULFORD, Prof. C. M. RYON, and myself. Lectures were delivered by Dr. FRENCH, Dep. Supt. S. D. BARR, and Dr. LAMBERT. I have confidence that the persons attending the Institute were very much benefited. Very much good was conferred on the members of the Catskill Union Free School, who spent an hour a day in exhibiting the methods of instruction employed in that most excellent school. Prof. W. A. WELCH, especially merited our esteem and thanks for the varied and constant services rendered to us. The clergymen of Catskill cheerfully coöperated with us. Rev. Dr. LANSING was particularly kind and instructive in his devotion of so much time and attention to the interests of the Institute. Our expenses have been larger than we desired.

SUGGESTIONS.—A school house site is certainly not less a public necessity than a highway; and where a suitable one can not be readily obtained, a proper provision ought to be made for taking one at an impartial valuation. District trustees should be bound to repair school property when ordered thereto by Commissioner, or forfeit public money, except allowed by Superintendent of Public Instruction. Article 3, section 13, title 2, is now a mere farce; as it is without any penalty attached for neglecting or refusing to be guided by the order of the Commissioner, made pursuant to this requirement of the law. In practice, as it now stands, it has a pernicious effect: it subjects the Commissioner to ridicule for issuing an order which he can not enforce.

SCHOOL COMMISSIONER.—He has made *one hundred and seventy-one* visits to schools while in session, and *thirty* visits to schools and districts when the schools were not in session; he has held and assisted in holding *twenty-one* drills and classes for the inspection and instruction of teachers; and has, generally, devoted all the time and attention he could to the promotion of sound education in the schools within this jurisdiction. Commissioner S. S. MULFORD has rendered me much assistance in many respects. Hoping that our schools will make more substantial progress during the coming than the past year, I remain, honored sir,

Yours,

GEO. C. MOTT,

*School Commissioner.*

### HAMILTON COUNTY.

Hon. V. M. RICE, *Superintendent of Public Instruction:*

In compliance with your instructions, the undersigned School Commissioner for Hamilton county, would respectfully submit the following Report:

STATISTICAL.—There are thirty districts within my jurisdiction, two of which have failed to comply with the requirements of the law in regard to "twenty-eight weeks school" during the year. The reason for the non-compliance of district No. 2, Lake Pleasant, was occasioned by difficulties between the district officers and the inhabitants of the district;

and although I labored faithfully to harmonize the discordant factions, my efforts proved abortive. The reason assigned by the other district was sickness of teacher, and the inability of the trustee to procure another in season to keep the required time.

There are within my district 1,007 persons of school age; of that number, 855 have attended school during the year. The total average attendance was 291.467.

**SCHOOL HOUSES.**—There has been considerable improvement in the school houses in this county during the past two years; yet there are many which are far from being what they should be, and a few superlatively bad. A large proportion are supplied with blackboards; some with maps, &c., and a few with globes.

**TEXT-BOOKS.**—There is a great want of uniformity in text-books. The following are used; Town's and Sanders' Readers; Smith's, Mitchell's and McNally's Geographies; Smith's, Clark's and Brown's Grammars; Adams', Thomson's and Davies' Arithmetics; Davies' Algebra; Thomson's and Robinson's Mental Arithmetics.

**RATE-BILLS.**—The "rate-bill" system is unpopular; and I feel justified in saying, that in the majority of districts, it has had the effect to diminish the number in attendance, and to secure the employment of a teacher, (and in many instances low-priced ones at that), just long enough to entitle them to the public money. There are a few marked exceptions to this rule.

**TEACHERS.**—A majority of the teachers in this county are females, and but few make it a permanent employment. The certificates issued by me, have been mostly second and third grades; these in about equal proportion. I have issued but five first grade certificates in two years.

**DISTRICT LIBRARIES.**—The school libraries are becoming of little interest, and but few of the books are read. The library money is expended for teachers' wages and school apparatus, and but little for books.

**TEACHERS' INSTITUTE.**—The annual session of our Teachers' Institute commenced at Wells, October 17, and continued ten days. It was a most gratifying success. Teachers and citizens unite in calling it the most interesting Institute ever held in the county. The exercises were conducted by Rev. E. W. BROWNELL, A. M., Com. L. F. BURR, of Fulton county, and myself. We were favored with a few practical and instructive lectures from the following gentlemen: Rev. E. W. BROWNELL, A. M., Rev. M. SERVIS, Hon. JOHN M. CARROLL.

**SCHOOL COMMISSIONER.**—Inspections of the schools in this district have been made (as nearly as possible) once during each term of school. Many of the districts have but one term of school, commencing early enough in the spring to complete the 28 weeks prior to the 1st of October. This, together with distributing documents from the State Department, making out reports, apportioning the school money, and attending the other minor details of commissioner's duties, have occupied my time.

CHARLES S. SMITH,  
*School Commissioner of Hamilton County.*

## HERKIMER COUNTY—SECOND DISTRICT.

CEDARVILLE, December 28, 1865.

Hon. V. M. RICE, *Superintendent of Public Instruction*:

Sir—In accordance with established usage, the undersigned most respectfully submits the following brief Report:

The field of my supervision comprises nine towns, which contain ninety-six legal school districts. These districts employ one hundred and four teachers at the same time, and report six thousand and two persons of school age, four thousand four hundred and fifty-five of whom have attended school some portion of the last school year. There are two free schools and three private schools in this district. The private schools report an attendance of twenty-nine pupils. Private schools have been rapidly decreasing in number in this district for several years past. There are no parochial schools, or schools for colored children in this district. We have altered the boundaries of several school districts, and organized one district during the past year. The new district was formed in the town of Schuyler, and numbered five. In the formation of school districts we require a survey of boundaries to be made.

The school districts under my supervision are generally very imperfectly described, and many of them improperly numbered. These errors would have been corrected before this date, could means have been procured to defray expenses of survey, &c.

SCHOOL HOUSES are being improved somewhat from year to year, although there are still many which stand as monuments of shameful indifference in regard to educational interests, and tarnish the otherwise fair fame of the wealthy districts in which they are located. The school houses are constructed as follows: Seventy-seven of wood, twelve of stone, and seven of brick. The best school building of the district is a brick structure recently erected in the thriving village of Ilion, at a cost of about \$20,000.

Many districts are greatly in need of some publication or work which would enlighten them in relation to modern ideas of school room architecture, sites, outbuildings, pleasure grounds, &c., &c.

APPARATUS.—About thirty districts are destitute of all apparatus except blackboards; sixty districts are supplied with dictionaries of some kind; fifty with globes, and about forty districts are supplied with more or less maps and charts.

TEXT-BOOKS.—Our best efforts have been put forth during the past year to diminish the variety of text-books, and to secure uniformity and improvement of the same, so far as may be, through the district. Commendable improvement has been made in this direction.

LIBRARIES, with a few exceptions are much neglected. The library money in most cases is applied to the payment of teachers' wages.

ACADEMIES.—The West Winfield Academy, which is the only one in this district, is in a flourishing condition, having an attendance of one hundred and sixty students the present term. The building is ample, and in

tolerable repair. The institution is well supplied with apparatus, and also has quite an extensive library. The teachers' class numbers twenty-five, and constitutes a worthy feature of the school.

TRUSTEES.—About three-fourths of the school districts under our supervision have adopted the *one* trustee system. Trustees have seemed to meet with some unusual difficulties the present year in making their reports, nine-tenths of which were very imperfect. In some instances reports and affidavits were returned three or four times before they were caused to even approach correctness. In several instances town clerks were sorely negligent in the discharge of their established duties in connection with trustees reports, &c.

RATE-BILLS.—Our opinion, as heretofore expressed, is that rate-bills in the majority of cases, operate injuriously upon the best interests of our common schools, and this idea is gaining ground in this district. I think that the number of free schools in this district will soon be increased.

TEACHERS.—Ninety-eight female and six male teachers were employed during the last summer term. The present term we find seventy male and thirty-four female teachers laboring in the district. Three of those at present employed hold State certificates, and two are graduates of the State Normal School. The demand for first class teachers at the opening of the present term was far in excess of what we have ever before experienced. The demand exceeded the supply, so far as male teachers were concerned. Teachers' wages have been steadily advancing for the last two or three years. Some rural districts pay two dollars per day, and board the teacher at one place. Lady teachers, in numerous instances the present term receive one dollar per day and board. The old *fogy* idea of "board around," is getting quite unpopular in many of the most enlightened neighborhoods. In the examination of teachers, we use both printed and oral questions; grant but few certificates of the first grade; preferring, for various reasons, in the majority of cases, to use certificates which need renewal each year.

We feel proud of the zeal and ability manifested by a majority of the teachers in this district, and believe that the results of their labors will compare favorably with the proficiency of schools in the surrounding counties.

TEACHERS' INSTITUTE.—Contrary to previous custom, but owing to valid reasons, it was decided to hold but one Teachers' Institute in the county the present year. Said Institute was held at Herkimer; commenced October 9, and continued in session twelve days. There were three hundred and twelve teachers in attendance, and a verdict of universal satisfaction was rendered by all concerned at its close. The teachers labored with unusual earnestness, and but very little foreign help was had or required in conducting the exercises of the day sessions. Sub-lectures, Essays, Discussions, Music, &c., by members of the Institute, served to develop many useful hints, and gave a pleasing variety as blended with the various class drills. Prof. KNAPP, of New York, was with the Institute a short time, and rendered very valuable aid in considering the subjects

Elocution, Grammar, Oral elements, Calisthenics, &c. A very excellent course of lectures was delivered during the session by the following named persons: Hon. G. H. ANDREWS, "Enthusiasm;" Rev. S. B. LOOMIS, "Read, Write and Cipher;" Prof. GARDNER, "Hebrew Poetry;" Dr. T. S. LAMBERT, three lectures upon the subjects of "Physiology, Anatomy and Hygiene;" Hon. EZRA GRAVES, "Music;" Rev. A. P. BURGESS, "Lights and Shadows of Teaching;" Prof. BARKER, "Elements of Success;" Rev. M. E. DUNHAM, "Triune Education." Hon. V. M. RICE, Superintendent of Public Instruction, spent one day with the Institute, and his kind and practical counsel, his earnest, well timed and eloquent expressions of truth, could have no other effect than to elevate to loftier planes of thought, and stimulate to more zealous efforts in the educational field, all who heard, whether teacher, patron or citizen.

Prof. BLACKSTONE, of West Winfield Academy, Prof. BARKER, of Fairfield, and Prof. MILLER, of Little Falls, each visited the Institute, and with words of encouragement did what they could to promote the general interest. It is gratifying to believe that our Teachers' Institutes are each year becoming better appreciated, and more perfect in nature. The good results of these annual gatherings are each year more plainly marked upon the schools of the county, by the increased zeal and efficiency which they inspire, and also by the uniformity of action which they seem to promote among the teachers who participate in our Institute deliberations.

DETAIL OF LABORS.—During the five years which we have labored in our present field, we have averaged nearly three visits each year to each school under our supervision. It has usually required about sixty days to make one round of visits. Trustees and others, are usually ready and anxious to visit their schools with us. I improve with pleasure every opportunity to visit Institutes and schools of other districts. Much time, of course, is occupied in making abstracts of trustees' reports, apportioning school moneys, examining teachers, forming and holding Teachers' Institutes, examining claims for alteration and formation of school districts, attending to correspondence, &c., together with many common-place duties, all of which are well understood by the Department, and need not be enlarged upon here. We devote our entire time, in such manner as our conscience and judgment may dictate, in the discharge of the duties of the office, and regret that our best efforts fall so far short of accomplishing all that should be accomplished to promote the educational interests of the district. Hoping, however, that we have as yet only seen the first dim rays of that educational brightness which will soon burst upon our noble State and partially redeemed country, and that he "who may come after me will be mightier than I," in good works, I will close this hurried work of an evening, by expressing the desire that that confidence, assistance and encouragement which have ever been extended by the Department, may be merited by your most obedient servant in his labors during the present year.

Very respectfully submitted,

O. B. BEALS, *School Commissioner.*

## JEFFERSON COUNTY—FIRST DISTRICT.

Hon. V. M. RICE, *Superintendent of Public Instruction*:

Sir—In compliance with the requirements of the Department of Public Instruction, I respectfully submit the following Report:

The number of school districts under my supervision is 127—one less than reported last year. Trustees' reports have been received from all the districts except No. 28, in the town of Ellisburgh, the inhabitants of which contemplate a dissolution of their present organization, and annexation to adjoining districts. The inaccuracy and incompleteness of trustees' reports are a source of great annoyance and much trouble to the commissioner. Less than one-third of the reports for the last school year were correct in every particular, and a large proportion were returned for revision. Nearly two months were spent in collecting, returning and re-collecting reports, instructing trustees, and making abstracts; whereas, two weeks would have sufficed, had the trustees performed their part of the work promptly and correctly. No money was reported forfeited in the hands of supervisors on the first Tuesday in March, 1865, which was untrue in respect to several districts. The amount remaining on hand at the end of the school year is seldom reported the next year; and many of the items of account in the financial report are purely fictitious, put in to force a balance. Few trustees keep any record of their transactions with the district, relying on memory for material for reports, guessing at what is not exactly clear, and then unhesitatingly make an affidavit that the whole is correct, according to the best of their knowledge and belief.

The number of children reported, between five and twenty-one years of age, is 6,870; of this number, 5,444, or a little more than 79 per cent., have attended the district school during some part of the year. This is a decrease of 394 in the number of school age, and an increase of 14 per cent. in attendance, as compared with last year. The total receipts for school purposes were \$22,727.26. Of this sum, \$8,866.43 was derived from the apportionment; \$6,507.18 from rate-bills, and \$5,109.95 from tax. Of the \$301.97 apportioned for library purposes, but \$100.98 was so used. The number of volumes reported is 11,122, which is 1,603 less than last year. This discrepancy is not to be wondered at, when we take into account the ability to guess correctly of things we know but little about. I have examined quite a number of district libraries since my last report, and am fully confirmed in the opinion I then expressed, that they had performed their mission of usefulness, and that further appropriations for libraries are unnecessary.

TEACHERS.—The whole number employed during some part of the year was 254, of whom 218 were females. I am pleased to report the number of male teachers is becoming less every year; I report but 36 this year against 68 last year. I hope to report none next year. We want more professional teachers; teachers who are willing to make teaching a business; teachers who love their work and have an interest in it.



There is not a male teacher in my district who dreams of making teaching a profession; not one that has any particular liking for the duties of the school room; not one but considers his employment as temporary, and is rejoiced that it is so. The model schools in my district are taught by females who have had a few years experience. Nature and education have better fitted them to have the care, to gain the confidence and to anticipate the wants of children. They are more apt in imparting instruction, and less liable to be harsh and overbearing in their rule. The school room, under their supervision, is always clean, orderly and home-like. I hope to see the day when all our schools in the rural districts are taught by women of culture, experience and Christian virtues; by women who are willing to make teaching a profession, who earnestly desire to qualify themselves for the great work, and who think success a rich reward for their pains.

TEXT-BOOKS.—I am not able to report any abatement in the flood and variety of text-books with which our schools are burdened. The book agent "goes abroad more and more," and will continue to so long as the field is open for his operations. In my last report I said, "thousands of dollars would be saved annually, and the interests of education vastly promoted, if the Department of Public Instruction had the power and would exercise it, to prescribe a uniform series of books for the public schools of the State." I am still of that opinion, and would earnestly recommend the adoption of some measure to arrest the evil.

The annual session of the Jefferson County Teachers' Institute was held in the village of Watertown, commencing September 25, and continuing twelve days. My associate of the 2d district having made a full report of the attendance, lectures, instructors, &c., I will only add that in point of interest, regularity of attendance and successful management, it was the peer of its predecessors.

In conclusion, I would report the condition of the schools under my charge to be improving. This is shown by the large increase of attendance during the past year, the employment of the best teachers, and the general interest manifested by the inhabitants in educational matters.

Respectfully, &c.,

GEO. A. RANNEY, *School Commissioner.*

SMITHVILLE, December 18, 1865.

---

### JEFFERSON COUNTY—THIRD DISTRICT.

Hon. V. M. RICE, *Superintendent Public Instruction :*

Sir—During the past year the schools of my district have been highly prosperous. Of this my last abstract, as compared with the preceding one, furnishes ample proof. The attendance was greater, the schools were more ably conducted, the teachers were more competent, and their pay

[Assem. No. 90.]

was more nearly commensurate with their services. Many lady teachers have received from \$4 to \$6 per week and board, and male teachers from \$30 to \$50 per month.

One district has been annexed and one formed. One, No. 4, Pamela, has taken the necessary steps to establish a Union Free School. Two others have made the effort and barely failed, but will probably succeed at the next effort. Others are moving in this direction, and I hope during the present year to note the success of their efforts.

I have, within the school year, made 258 official visits—50 more than were made during the preceding year. I have labored earnestly to induce people to consolidate districts, to build new school houses, to pay teachers better wages, and to establish Union Free Schools. My efforts have been measurably successful. I shall continue to labor during the remainder of my term for the same ends, and, with your influence to sustain me, I hope to succeed.

The new school law has its merits and its demerits. It induces a larger and more steady attendance, but tends to shorten the terms. Its most unpopular provision, in my district, is that continuing the library apportionment.

Trusting that you will pardon brevity and the absence of details, I subscribe myself,

Yours, very truly,

GEO. H. STROUGH, *School Commissioner.*

LA FARGEVILLE, January 24, 1866.

#### KINGS COUNTY—CITY OF BROOKLYN.

OFFICE OF THE CITY SUPERINTENDENT, }  
BROOKLYN, Dec. 29, 1865.

Hon. V. M. RICE, *Superintendent of Public Instruction :*

My Dear Sir—The great question of the day, unless we mistake public opinion and the signs of the times, is *that of the popular education of the children and youth of our country.* Education, intelligence, morality and religion are the pillars upon which the superstructure of government must be founded, perfected and permanently established. These are the only guarantee of national prosperity. This is emphatically true of a republican form of government. The history of both ancient and modern republics demonstrates the truth of our position. Our forefathers were in profound sympathy with this idea, and the institutions they founded were the offspring of these principles. Schools, colleges and churches were objects of first importance, early attention and liberal support. The fruits of this policy are known and read by all men. We see them in the lives of the patriot, the statesman, the devotee of science, art and literature ; and in the man of God, "who points to heaven and leads the way."

In the terrible civil war out of which we have just emerged, we have seen the power of these principles tested, and demonstrated, as never before by any people. In this fearful struggle we saw our institutions jeopardized ; the foundations of society unsettled ; confidence impaired, and the life of the nation imperiled. Here too, we saw our enemies, the opponents of a Free Government and Republican Institutions, with an air of triumph, ready to proclaim to the world the downfall of the Republic; and that our experiment in self-government, like all others, was a grand failure. But He, who holds the destinies of nations in his hand, thought not so. The integrity of the Union is preserved, victory has crowned our efforts, and Peace smiles again to bless our land. The sword is now sheathed, and the right again triumphs ! The nation is saved, and the people are FREE !

And now that the din of war is no more heard, and the smoke of the battle-field no longer clouds our sky, it becomes us as wise men to heed the lessons of the past, and make such provisions for the future as shall, under Providence, secure intelligence, virtue, peace and prosperity to the Republic in all coming time.

We must not forget that war never leaves a nation as it finds it. The great warrior of modern times declared war to be "*the trade of the barbarian !*" And all history has shown it to be the scourge of nations and the demoralizer of mankind ! Its evils can not be numbered, nor the magnitude of them measured. As patriots and educators, we must face these evils ; make provision for the removal and cure of their sad effects ; and by a wise and liberal educational policy in providing for the improvement of the masses, make the nation strong in its intelligence, morality and religion—so strong, that no domestic evil or foreign interference shall in the least disturb the peace and hinder the growth and prosperity of the country, nor impede the progress, glory and fame of the Republic.

The exigencies of the country during the war drew largely upon the older pupils of the schools. Many of our young men, at the call of their country, entered into the service ; some went into the army and others into the navy. Then again, in consequence of the demands made by Government for men, thousands were taken from the shops and stores, and the places thus made vacant were filled by pupils from the schools. Boys and girls too, in large numbers, were thus taken away from their books and instructions. The extremely high prices of all articles of living constrained many parents to put their children, even at a tender age, at work, for their relief. These children would thus earn from two to five dollars per week ; which is an important consideration, in view of the wants and necessities of multitudes of families. The tendency of all these influences was to diminish the attendance, and to lower the grade of the schools ; promotions being made from the lower classes to fill those made vacant by these changes. That we now often find young children of an inferior grade, in classes two or three grades in advance

of their proper position in a normal state of things, may be easily understood, in view of the abnormal condition of the country. If we find, then, that the schools of the present are not in all respects and to the same extent equal to those of the three or four preceding years, the difference is easily accounted for, and is not to the disparagement of the teachers or the schools. But with the return of better times, we shall undoubtedly find a corresponding improvement in the general condition and progress of the schools.

By the census of the city, recently taken, we find the whole number of children between the ages of five and twenty-one to be 108,099. The school register for the year is 52,896, and the average attendance for the same time, is 22,779. This is an increase over the last, or any preceding year, both in the register and the average attendance.

#### NUMBER OF SCHOOLS IN THE CITY.

No. for males (grammar departments).....	28	
do females, do do.....	29	
do males and females, primary departments.....	39	
do colored male departments.....	3	
do do female do.....	3	
do do male and female primary departments.....	3	
		105
No. of evening schools (male departments).....	7	
do do (female do. ).....	7	
do orphan asylum schools for males and females.....	3	
		122

#### NO. OF PUPILS IN THE SCHOOLS.

There are in the male, female and primary departments.....	52,896
There are in the colored schools, male, female and primary departments.....	740
There are in the evening schools, male and female.....	4,179
There are in the orphan asylum schools, male and female.....	771
	58,586

#### NO. OF TEACHERS EMPLOYED IN THE SCHOOL.

There are of male teachers.....	28
do female do.....	490
do evening school teachers, male and female.....	66
do male and female colored teachers.....	7
do teachers in the asylum schools.....	9
do music teachers (males).....	5
	605

#### FINANCIAL STATEMENT.

##### *Receipts.*

Balance on hand at the close of the year, Sep. 30 ..... \$113,200 03

SUPERINTENDENT OF PUBLIC INSTRUCTION.

181

Amount received for teachers' wages and library money..	\$80,541 65
Amount raised by tax for school purposes.....	284,900 00
Amount received from all other sources.....	7,910 28
	<hr/>
	\$486,551 96
	<hr/>

*Payments.*

for teachers' wages for the year....	\$249,249 71	
school apparatus, etc.....	5,599 01	
colored schools.....	5,689 35	
or expense of school houses, viz :		
sites .....	\$800 00	
building school houses.....	57,153 28	
hiring .....	1,097 53	
purchasing.....	18,000 00	
repairing and insuring.....		
fences .....		
out houses .....		
furniture.....	\$40,333 57	
		117,384 38
or other incidental expenses, viz :		
fuel and building of fires.....	\$27,884 18	
salaries of officers.....	5,699 70	
printing.....	864 30	
orphan asylums.....	3,886 97	
		38,335 15
balance remaining on hand.....		70,294 36
		<hr/>
		\$486,551 96
		<hr/>

SCHOOL LIBRARIES.—In the School Library we have an important instrumentality, which may be made to tell upon the character of the pupils for good, if carefully selected and judiciously managed by the teacher. It may become an important auxiliary in the pursuit of knowledge, imparting interest to the scholar, and affording useful information and instruction. But children need direction in their reading quite as much as in the prosecution of their studies, and advice also as to the authors they should use. I am well satisfied that the power of the library is often lost, from neglect on the part of the teacher to give intelligent instruction to the children in relation to the selection and use of books, and such examination and instruction as may be necessary to turn the whole to the best account.

Among the books of our libraries are found many of great value and interest. In these volumes every department of science, art, industry and general literature, is represented. Here are found books that will interest and instruct both the old and the young; the scholar and the general reader; the teacher and the pupil also may here find helps in the prosecution of their studies and aids in understanding instruction. These volumes are also carried into families where few or no books are found; and there they become the means of entertainment and instruction. In

these and various other ways, books become sources of interest and profit to the teacher and pupil, the parent and child, and the general reader. In furnishing employment for an unoccupied hour, and mental aliment for the people, the library is a means of great good. The number of volumes in our schools is 33,562.

**EVENING SCHOOLS.**—The Evening Schools have been well attended this year, and the results more than usually satisfactory. Here multitudes who have had but little or no instruction, find the means of an elementary education within their reach. Large numbers of both sexes are, from necessity, obliged to leave the day schools before they have received that education which is necessary for the ordinary business of life. Our foreign population, on their arrival in the country, are generally unacquainted with our institutions, the government, laws, habits, customs, language and peculiarities of the people. Of this class, many have availed themselves of the privileges of these schools, and have been quite successful in their studies, and made rapid improvement. The course of instruction embraced orthography, reading, etymology, grammar, composition, geography, history, arithmetic, book-keeping by single and double entry, algebra, geometry, writing and declamation. The register number for the term of three months was 4,179, and the average attendance 1,996. There were seven schools, each containing a male and female department, taught by 66 teachers, one-half of whom were females.

The evening school is an important institution, and is entitled to honorable consideration in our system of public instruction. No city or large town should fail to provide the means of instruction these schools afford, in view of the fact, that without this provision, many would pass through life without that preparation which is indispensable to success.

**THE EXAMINATION** and licensing of the teachers; the semi-annual examination of the schools, occasional visitation and general supervision of the same, engross the whole of my time. In the examination of the several classes, each particular subject of the course is passed in review, up to the point attained; and the class is debited or credited according to the results obtained. The order, discipline and general character of the class are noted, and such instruction and advice given as seems necessary for both teacher and pupil. In cases where there is a failure of the class to sustain itself, the facts are reported to the local committee, for such action as may be thought best. Such cases, I am glad to say, are rare. The teachers of the schools, as a class, are intelligent, and devoted to their work. Still we fail to secure, in all that general intelligence, culture and scholarship, which are indispensable to the highest success in the profession. This failure is the result, in part at least, of a mistaken idea in relation to the scholarship, general qualifications and character of the teacher. It has generally been customary, in the appointment of teachers for primary classes, to select the young and

inexperienced. It is often said that "any young lady, of ordinary ability and qualifications, is competent to teach little children." As such persons apply in great numbers, and can be employed at low salaries, they are too often the successful candidates for appointment. I think this not simply a mistaken policy, but a positive wrong. In primary instruction, we need the best talent, scholarship, culture and experience; a knowledge of the laws of mind, and the proper means of its development; a familiar acquaintance with the best methods of instruction, and aptness in applying the same; a sympathy and love for children, and untiring zeal and devotion to their instruction and education. But to the teacher of the primary class these pre-requisites are indispensable, not simply in relation to her own class; but that her instructions may be so complete, and the habit of thought and action of the children, so unexceptional, that on promotion of the class to a higher grade, the progress shall not in the least be impeded by any defect in her instructions and training. Here, no labor nor time would be required to correct bad habits acquired in a subordinate class, the result of a want of methodical teaching, thorough instruction, and careful training.

Again, the young lady who begins to teach, having only the lowest grade of qualification, still has an eye to promotion as vacancies occur. If she has had tolerable success in her class, the committee generally give the promotion, if the studies in the advanced class are thought to be within her range of scholarship and power to teach. In this manner, teachers of inferior qualifications are sometimes found, where those only of superior scholarship should have the charge and instruction of the class. Here the tendency is only evil.

Another embarrassment, which often occurs, is found in the difficulty we often meet in filling vacancies in *first class positions*, where superior scholarship, power to teach and govern, and experience are indispensable.

From careful inquiry, and correspondence in our own and other States, I find the same embarrassment is felt elsewhere. My own conviction is, that of *first class teachers*, the supply is far below the demand. And here the question is pressed home upon us, "what can be done to afford relief?" It has long been apparent that the Normal, the Training School, the High Schools and Academies, afford only a small number of teachers, in view of the wants of the schools; while at the same time it is true, that of the *second* and *third* class of teachers, there are very many more than there ought to be. This evil may be partially overcome, at least, by the establishment of local Normal and Training Schools, in the principal cities; in which the junior teachers, and others, having an eye to the profession, may enter upon a course of instruction, perfect themselves in their studies and general scholarship, and receive such instruction and training as will make them familiar with the best systems of education, methods of instruction, and government and discipline of schools. In other words, that they be so thoroughly educated in all that

pertains to the office of the teacher, that they shall be fully competent to assume *first class positions* in the best schools of the State.

One thought more, in this connection, and that is as important to success as any other consideration, **LET THE TEACHERS BE WELL PAID.** Such qualifications and provisions as these, would invite those of the best talent, best scholarship, and best general qualifications into the schools; and it needs not the spirit of prophesy to foretell the beneficial results upon the schools of the Commonwealth.

With great respect, I am, dear sir,

Yours most respectfully,

J. W. BULKLEY,

*City Superintendent.*

### KINGS COUNTY—RURAL DISTRICT.

Hon. V. M. RICE, *Superintendent of Public Instruction:*

Dear Sir—Again I would respectfully submit to you the School Report for the past year:

The school house is a good *index* of the interest the community take in the great work of educating the young. Whilst we would congratulate those districts possessing a neat and comfortable building, we would encourage those less fortunate with the hope, that ere long its citizens will become ashamed of their old ones, and will erect in their place buildings that will be ornaments to their towns. It is true that some the old settlers love to gaze upon the old weather-beaten school houses but they are passing away, and with them, I trust, the venerable structures.

The evils arising from irregularity of attendance at school can not altogether, be eradicated by laws; for we have those who do not care to obey. If we can succeed in impressing upon the parents the necessity of their children being regular in attendance at school, in order that they may make rapid progress in their studies, we can then hope for a full and regular attendance.

The facilities for imparting instruction to the young are good. Still there is room for improving some of the school buildings, also for choosing more eligible sites; but time will be required, ere we can realize our fond desires.

I can not do otherwise than speak well of the teachers engaged in this district. The schools are in operation throughout the year. But few changes have occurred with our teachers. From year to year, you will find them faithfully at work, aiming to cultivate and elevate the minds of those entrusted to their care. Where little progress is made in the advancement of the scholars, I think the cause can be charged to the want of interest manifested by the parents in the studies of their children, rather than to the neglect of the teachers.



It is with pleasure that I announce the safe return from the army of J. H. F. NORTON; and I would congratulate the trustees of the Greenfield school upon obtaining so efficient and worthy an instructor.

I must protest against the sending of children to school at the early age of five or six years; for, should the laws of the school be enforced, their physical systems must suffer; if a loose government is permitted, older scholars are disturbed.

There are 16 private schools in this district; the number of scholars attending them is three hundred and forty-five.

Owing to the easy access, by the cars, to the city of Brooklyn, many of the young attend school there; thereby depriving our public schools of many of their best scholars.

The district school libraries are large, well kept, and, as far as I am able to learn, considerably perused.

In this district there are fourteen schools. The number of visits made during the year was sixty-three.

In conclusion, I will state that the schools under my supervision are doing well. We do not claim perfection for our scholars; for their minds are young, and years of toil and close mental application are requisite to prepare them for the duties of life.

Yours respectfully,

FRED. C. DEMUND,

*School Commissioner.*

NEW UTRECHT, Oct. 30, 1865.

### LEWIS COUNTY—FIRST DISTRICT.

PORT LEYDEN, Dec. 22, 1865.

Hon. V. M. RICE, *Superintendent of Public Instruction* :

Sir—In compliance with the request of the Superintendent of Public Instruction, the following Report is respectfully submitted :

The First Commissioner district is composed of the following named towns : the annexed table also shows the number of school districts in each town, the number of children between the ages of 5 and 21 years, and the whole number of children in attendance, together with the average daily attendance.

	No. school districts.	No. of children of school age.	Attendance at school.	Average attendance during the year.
Greig.....	14	736	486	198.78
Highmarket.....	8	545	344	147.53
Lewis.....	9	587	408	148.22
Leyden.....	15	761	576	277.88
Martinsburgh.....	24	1,001	740	341.19
Osceola.....	7	276	232	87.76
Turin.....	13	609	480	233.49
West Turin.....	11	683	484	212.55
Total.....	101	5,198	3,750	1,647.40

There have been employed at the same time for twenty-eight weeks, one hundred and two teachers. The number of *different* teachers employed was one hundred and eighty-one, of which one hundred and sixty-four were females and seventeen males.

There are ninety-six school-houses in this district, about one-sixth of which are kept in good repair, one-half of the remainder in a fair condition ; the remainder very poor, and in many instances very uncomfortable : the out-buildings generally correspond with the school houses. It is a lamentable fact, which I am very sorry to record, but nevertheless true, that the poorest school houses are generally found in the wealthiest neighborhoods ; and in some of these, where every inhabitant knows full well that the school house is not fit for use, it is impossible to get a vote to build a new one. The opposition generally arises from those who are wealthy, and have no children to educate.

The best school house in the district is in the village of Port Leyden : it was built one year ago. A new house has been built in district No. 13, Greig ; and there is a prospect of one or two being built the coming season.

TEXT-BOOKS.—A uniform system of text-books is quite generally used. Robinson's Mathematics, Monteith and McNally's Geographies, Wells's Grammar, and Sanders' Union Series of Readers, are now found in nearly all the schools.

The study of Intellectual Arithmetic is of late commanding the attention of all our best teachers and pupils ; and such teachers as are drilled in the Institute, generally drill their classes in intellectual arithmetic thoroughly.

A Teachers' Institute was held in this district during October, continuing three weeks : the number of members in attendance was seventy-six. The exercises were conducted by Miss OLIVE A. POND, assisted by Rev. E. P. PARSONS, Rev. JAMES B. FISHER, Prof. C. TOWNSEND and the Commissioner.

The exercises were conducted, through the entire session, upon the plan of a model school ; the members being divided into two classes according to ability, both classes reciting at the same time.

Instruction was given each day in written and intellectual arithmetic, penmanship, geography, grammar, reading, orthography, civil government, and occasionally object teaching. Prof. TOWNSEND was present three days, during which he gave instruction in Civil Government, and Calisthenics, which added much interest to the session of the Institute. The Professor gave three lectures on the following subjects, viz : "Signs of Character," "Influence of Home and School Government," and "Civil Government ;" all of which were fully appreciated, and I can truly say that his visit with us was a success. Rev. E. PARSONS, lectured upon "Object Teaching," and also upon "Words." Rev. JAS. B. FISHER lectured upon Object Teaching. When the session closed, all felt that it

and been profitable to be present. Miss POND received, as she merited, the kind wishes of all present for her zeal in the cause of education.

**LIBRARIES.**—The district libraries are of little account; but few of the books are ever read. Some are kept in good condition, others nearly destroyed. The periodicals and private libraries furnish the reading matter most desired.

**SCHOOL APPARATUS** is quite limited; nearly all the school houses are furnished with blackboards, some with globes and maps; not one furnished as it should be.

There are no Union Free Schools in my jurisdiction.

**TRUSTEES.**—About one-half of the districts elect one trustee, and in those districts the business is much more promptly attended to, and as a general thing, satisfaction given.

The schools under the present system of school government, are becoming quite uniform; teachers are striving to excel, and I am happy in being able to say that the schools are showing a decided progress.

I have tried to awaken a lively interest on the part of parents to visit their schools, and have to some extent succeeded, but yet there is a great deal of disposition to stay away, and leave all for the teacher to attend to. I hope, however, this practice will soon go out of fashion.

All of which is respectfully submitted.

HENRY C. NORTHAM,

*School Commissioner.*

### LIVINGSTON COUNTY—FIRST DISTRICT.

Hon. V. M. RICE, *Superintendent of Public Instruction:*

Dear Sir—In compliance with your request that I should send you a statement of facts pertaining to the schools of this district, as a record for future reference, the following Report is respectfully submitted:

**SCHOOL DISTRICTS.**—This district is composed of the towns of Avon, Caledonia, Conesus, Geneseo, Groveland, Livonia, Lima, Leicester and York, and contains at the present time ninety-one school districts, most of which are so bounded, and have the school houses so located, as to be convenient to the larger portion of the patrons of the schools.

The reports of trustees have enabled me to make out the following tables, which show the receipts and payments of each town for the support of schools during the school year ending September 30, 1865:

*Receipts.*

TOWNS.	Am't on hand Oct. 1, 1864.	Amount ap- portioned to towns, March 23, 1865.	Amount raised by tax during year ending Sept. 30, '65.	Amount raised by rate-bill during year ending Sept. 30, 1865.	Am't received from all other sources during year ending Sept. 30, '65.	Total.
Avon.....	\$6 04	\$1,053 93	\$899 73	\$1,590 04	\$638 20	\$4,187 93
Caledonia...	2 24	612 16	392 80	716 99	398 40	2,122 59
Conesus.....	12 76	658 21	291 36	546 49	614 50	2,123 32
Geneseo.....	31 81	1,033 05	1,074 58	801 69	574 49	3,515 62
Groveland.....	.....	599 84	359 97	513 32	163 00	1,636 13
Livonia.....	43 69	895 54	1,093 15	1,236 36	517 25	3,785 99
Lima.....	20 98	1,094 61	520 96	1,026 55	319 13	2,982 23
Leicester...	3 84	770 96	508 55	1,243 03	253 00	2,782 38
York.....	30 49	1,031 98	515 05	1,881 18	117 50	3,576 20
Total.....	\$151 85	\$7,750 27	\$5,656 15	\$9,558 65	\$3,595 47	\$26,712 39

*Payments.*

TOWNS.	Amount paid to teachers.	Amount paid for libraries.	Am't paid for apparatus.	Amount paid for repairs, furniture, &c.	Am't paid for incidentals.	Am't remain- ing on hand Oct. 1, 1865.	Total.
Avon.....	\$3,301 90	\$2 21	.....	\$297 85	\$578 04	\$7 93	\$4,187 93
Caledonia...	1,830 05	4 29	.....	59 75	226 26	2 24	2,122 59
Conesus...	1,815 59	3 61	.....	94 15	203 88	6 09	2,123 32
Geneseo.....	2,856 37	29 20	\$0 75	241 31	379 41	8 58	3,515 62
Groveland...	1,360 35	13 22	.....	66 37	194 45	1 74	1,636 13
Livonia.....	2,628 01	9 94	.....	792 94	330 07	25 03	3,785 99
Lima.....	2,440 58	28 60	.....	100 33	355 17	57 55	2,982 23
Leicester...	2,319 41	12 93	.....	148 05	293 75	8 24	2,782 38
York.....	3,049 46	21 26	7 00	93 21	393 35	11 92	3,576 20
Total.....	\$21,601 72	\$125 26	\$7 75	\$1,893 96	\$2,954 38	\$129 32	\$26,712 39

SCHOOLS AND SCHOOL VISITATIONS.—I have visited during the *past* year every school but one, and all but five have been visited *twice*, while many of them have been visited three or four times. In *most* districts I have met trustees and patrons at the time of visitation, but in *some* places trustees, patrons and all, appear to be indifferent, and care very *little* whether "school keeps or not." I have not failed to notice the fact *that* the best schools were generally found where the districts paid the best *com-* pensation to teachers, and provided the most liberally for the wants *of* the school room. As a general rule the town of Avon has supported the *best* schools during the past year, while I have found on the other *hand*, the town of Conesus supporting those of the least interest.

DISTRICT BOUNDARIES.—I have searched in the offices of town *clerks* for records of district boundaries, but find many districts have no *recorded* bounds. I have, therefore, in accordance with the statute, *re-bounded* all the districts, and given to the clerks of the several towns *composing*

district a full description of the boundaries of the several districts each town.

**FREE SCHOOLS.**—There are none at the present time, but there is a prospect of having at least two such schools before another year begins. It is not far distant when, imitating the example of some of our sister States of the South, we may say, "the Empire State, having since made *all her people free*, now proclaims freedom to her schools."

**PRIVATE SCHOOLS.**—There have been eleven private schools supported part of the time during the year, with an aggregate attendance of 144 pupils.

**TIME OF SCHOOL.**—The whole time school was kept during the year 59 weeks and 2 days. The whole time school was kept during the year by teachers *duly qualified*, is 2,840 weeks and 2 days. Five districts have failed to maintain a school, taught by a *duly qualified* teacher, twenty-eight weeks, and hence forfeit their claim to a share in the public fund; except, upon due consideration, it may be deemed proper to award to such districts their respective sums to which they would have been entitled, by acting in accordance with the statute.

**PUPILS.**—There have been taught during the past year, in the district schools, 4,823 pupils of proper school age, to share in the benefit of the public moneys. The whole amount expended for the support of schools in the district is \$21,601.72. The average cost of the schools, per scholar, is \$4.49. Of the State tax we have received the sum of \$7,750.27; deduct this last sum from the whole amount, and there remains \$13,851.45 to be paid by rate-bill or district tax. The average expense *directly* thus comes \$2.87 for one year's instruction to each pupil attending school.

**RATE-BILLS.**—While, upon an average, a man may send his children to school by the payment of the labor of one day and a half in each year, the rate-bill is the first consideration in school matters. Teachers unquestioned ability *will* sell their time, and put to use their own strength, if they have one, to go through the routine of school duties, and, as a compensation, a sum hardly sufficient to pay their store bills. The dread of a heavy rate-bill is the pretext for employing that class of persons. If the evil may be removed, by removing the cause of the evil, let us hope and pray that ere long we shall see the wealth of the State used as a means to educate her people.

**ATTENDANCE.**—In many districts the new school law has had a tendency to produce a more regular attendance; while in some districts there is a change for the better. The average daily attendance of resident children in the district is 2,101.943; of non-resident pupils, 58.102; of all children attending school, 2,160.045. The whole number of days' attendance at school of all the children is 400,713.

**DISTRICT LIBRARIES.**—According to reports of trustees, there are at the present time 10,688 volumes in the district libraries; these are valued at \$4,968. This system of furnishing reading matter for the public has

had its day, and no longer fulfills its original design. In almost every district the general opinion is that the district library is a public nuisance. Could these books be sold, and the receipts appropriated to the purchase of maps, globes and different kinds of school apparatus, it would be far better for the interest of the schools. The maps, globes, &c, are greatly needed, and would be of daily use in the schools; while the libraries are nothing more than a dusty, dirty, torn collection of useless books.

**SCHOOL HOUSES.**—There are ninety-four school houses in this district, many of which I would condemn as unfit for school purposes. I think nearly every person of good judgment, upon examination, will vouch for the correctness of the statement made in the following table as to the appropriateness of the school buildings for the purposes designed:

	Good houses.	Passable houses.	Unfit for
Avon has.....	2	7	4
Caledonia has.....	2	2	3
Conesus has.....	..	4	6
Geneseo has.....	1	2	9
Groveland has.....	3	3	1
Livonia has.....	6	3	3
Lima has.....	4	3	3
Leicester has.....	3	4	3
York has.....	3	5	6

There are of this number eighty frame houses, nine of brick, four of stone, and surely as my pen traces the line of this sheet to record the fact, there still remains one built of unsawed lumber, presenting to the eye of the passer-by the appearance of once being the home of one of the early pioneers. But while I record the fact that so many houses are unfit for school purposes, I am pleased to record this other fact, that several of these old, worn-out "shells" are to give place another season to new and more commodious buildings. The total valuation of school houses and lots, as reported by the trustees, is \$48,500—a sum large enough, most surely, and yet a sum by far too small, were all the houses and lots what they should be.

**TEACHERS.**—There have been 207 teachers employed in the school during the past year; 205 of these teachers were duly qualified, according to law. Of qualified teachers, 39 were males, and 166 females. About three-fourths of the teachers employed were females, who, when the "boys" went singing, "we are coming, Father Abraham," went to work in the school room with the determination to do their best, "that Johnny comes marching home."

There has been great improvement in the system of teaching within the last three or four years. Teachers are beginning to appreciate well organized schools, and are using all the means at their command to become masters of their art. It has been but a few years that our common schools were taught by any who designed to make teaching a profession. It is now no uncommon thing to see those engaged as in

structors in the common schools who design to make teaching a life work. Many of those who have formerly assumed that they were qualified to teach, without ever having thought that the teacher's calling required a special preparation, are beginning to feel that to become a successful teacher preparation beforehand is just as necessary to the teacher as to those who seek to adorn any other profession or trade. Communities are not so well satisfied with "quack" teachers as they once were. Professional teachers are called for, and in many places no others will be employed, except when some old "foggy" or "penny-wise, pound foolish" mortal is by accident, elected trustee.

Now, sir, while there is a demand for professional teachers, a demand for thoroughly qualified instructors to act as public benefactors, there should be better opportunities offered, *at the public expense*, to educate laborers who are to toil for the public good.

We need a Normal school in *Livingston county*. With two railroads from the south, one from the north, one from the west, and one from the east, Avon becomes an enviable place in which to locate such a school. The teachers of Western New York would hail such an institution as a great blessing. May we not look to you, sir, as the chief educational magistrate of this proud State, and expect that you will set in motion some project to give to us, in the smiling valley of the Genesee, what has been so long needed, and for which the teachers in this part of the State will ever hold you in grateful remembrance.

**NORMAL STUDENTS.**—This district has had ten representatives in the Normal School at Albany during the past year, and at the present time there is a fair prospect of an increased number at the opening of the next term. This district has also had one representative in the Training School at Oswego, and when arrangements are completed to give teachers a full course of instruction in all the branches of study necessary for the common school, I believe that Livingston county will be prompt to send its representative.

**TEXT-BOOKS.**—We have a uniform series of text books throughout the district. The books in use are Sanders' New Speller and Definer, Sanders' Union Readers, Robinson's Series of Mathematics, Mitchell's New Series of Geographies, Clark's and Brown's Grammars, Lossing's History and Wells' Philosophy. I have secured this uniform series at the expense of much time and labor. I am also indebted to the teachers for their hearty co-operation in making this very desirable change.

**SCHOOL APPARATUS.**—Every school house, however poor, has a black-board. There are twenty districts that are supplied with globes, and others have maps, but they are old and worn out to such an extent as to be almost useless.

**TRUSTEES.**—There are sixty districts that have adopted the *one trustee* system, and thirty-one that still hold to the idea that three are necessary to do what one can just as well accomplish. The principal reason that I hear advanced for retaining three is, that the district may be protected

against the fault of one trustee in hiring at times some relative. The statute now protects a district in this respect, and it should also, in my opinion, provide for but one trustee. The "Reports of Trustees," proved emphatically to be "false reports," as only five per cent. of them were correct. I met the trustees of each town after receiving reports from town clerks, and corrected reports before attempting to make therefrom an abstract for the Department.

**TEACHERS' INSTITUTE.**—The Teachers' Institute at Mount Morris was a most interesting one, aside from the inconvenience of a small hall.

The Commissioners of this county have long believed that a more protracted session of the Institute would be productive of great good to the teachers of the county. Accordingly they determined to try the experiment, and the success of their efforts has proved to a certainty that such Institutes when properly conducted, are more valuable to the teacher than a term of school.

The Institute continued in session during a term of six weeks. The first three weeks was wholly under the supervision of the Commissioners, who daily heard recitations in spelling, reading, geography, intellectual and practical arithmetic, algebra, grammar, rhetoric, history and civil government. Aside from these recitations, short lectures were given daily for the purpose of convincing teachers of the necessity of understanding the true object of education; of understanding that upon which he is called to operate; of understanding that with which he operates; of understanding how to operate, and how to manage and govern a school.

The last three weeks were *indirectly* under the supervision of the Commissioners, but more *directly* under the direction of the officers of the "Livingston County Institute," an association formed in June last, with a constitution that provides for three sessions annually. The first week of these last named sessions was under the direction of Prof. JONES, Vice President of the County Institute, and Principal of the Danville Seminary. Great credit is due to Prof. JONES, who left his own school to come to Mount Morris to aid the teachers in their work. He gave instruction *principally* in grammar and physical geography, yet his talents were not devoted wholly to these studies. His excellent advice to teachers, I trust, will be long remembered.

The next week Prof. JAMES H. HOOSE, President of the County Institute, and Professor of Mathematics in Genesee Wesleyan Seminary in Lima, made his appearance, to the gratification of the members of the Institute. Few, indeed, are the teachers who possess the zeal and energy of Prof. HOOSE. Fortunate are those Institutes that can secure his services. He has secured one hundred and forty-five subscribers to the New York Teacher from this county. I would hardly know how to conduct an Institute without him, for he never misses a teachers' gathering.

Other persons from abroad gave valuable instruction. Prof. CHARLES W. SANDERS, of New York, was teacher of elocution, and gave some *pleasant* readings, to the gratification of his audience. Ex-Commissioner



Francis, of Lima, was present several days, and aided in the instruction of the day.

Miss JENNIE CAMERON, of York, a graduate of the Oswego Training School, added very much to the interest of the Institute, by the illustrations she gave of the manner of teaching as practiced in that school.

Prof. L. C. CLAPP, of Groveland, conducted daily exercises in music. This part of the routine of daily exercises constituted no small part in the Institute programme. All felt convinced, that at an Institute as well as any other place,

“ Music hath charms.”

but the most attractive part in the Institute exercises was that taken by Miss H. L. D. PORTER, of Albany. Her instruction was most valuable to the teachers, and of the most interesting character to out-siders. Her readings were listened to with unusual interest, and elicited the applause of hundreds who heard her.

Besides the class instructions of the *day*, the *evening* came round, bringing with it lectures of more than ordinary interest from the following named persons ; Hon. V. M. RICE, of Albany ; EDWARD DANFORTH, of Cayuga ; Rev. W. R. IRISH, of Geneseo ; D. W. NOYES, Esq., of Dansville ; J. S. A. LATTIMORE, of Lima ; Rev. J. JONES, of Geneseo ; Prof. C. W. FARRIS, of New York ; Prof. J. H. HOOSE, of Lima. ROBERT H. FENN, “ Blind Poet ” of Rochester, recited one of his pleasing poems, filling the time of an evening to the great delight of his listeners.

Valuable prizes were awarded for the best exhibitions of scholarship, in all the branches usually taught in the common school. Take it as a whole, the Institute was a success, and reflects great credit upon the teachers of the county.

**SEMINARIES.**—There are two in this district : Genesee Wesleyan Seminary at Lima, and Geneseo Academy, at Geneseo. Both of these institutions are in a very flourishing condition at the present time.

Genesee Wesleyan Seminary is under the Principalship of Rev. CHARLES W. BENNETT, A. M. The Institution has connected with it three societies : the Genesee Lyceum, the Amphyctyon, and the Ladies’ Literary Society. These societies have each a choice library of valuable books ; they number in the aggregate, 1,500 volumes. Connected with Genesee Lyceum and Amphyctyon Societies are reading rooms, furnished with the best Journals and Reviews of the day. The Philharmonic Society is now fully established, with about one hundred performers. This society has a Musical Library of 1,000 volumes. In the *Teachers’ Department* of this Institution, I am pleased to say, is under the control of Prof. Hoose, who has fulfilled the duties of his position to the entire satisfaction of parties interested. I am pleased to say that the Professor has sent out some of the best teachers ; those who are an honor to the profession, and an honor to the Institution that prepared them for their noble work.

The Geneseo Academy is under the principalship of Rev. JOHN JONES, a man eminently qualified to fill the position he holds. The institution has never been in a more thriving condition than it is at the present time. The Institution has a choice library of over 6,000 volumes. There are two Literary Societies connected with the Academy: The "Theta Chi Society," and the "Young Men's Association;" each of which has a new and beautiful hall, and a well selected library. The *Teachers' Department* is under the charge of Prof. JONES, and I am safe in saying that it never before had a more efficient leader, or one who took a greater interest in making it successful. As a whole, few districts can boast of better Seminaries of learning than this.

Genesee College, located at Lima, is a young but thriving institution. Rev. JOHN W. LINDSAY, D. D. is President. There are two Literary Societies connected with the College, the libraries of which, together with the College Library, number about 5,000 volumes.

COMMISSIONER'S DUTIES.—So far as I have known my duty, I have endeavored faithfully to perform it. I have devoted my whole time to the business of the office, and find to perform strictly all its duties, the position is an onerous one. I deem the meager salary of \$500, for the faithful performance of the Commissioner's duties, too small a sum to offer any inducement to him "to act well his part." I have made 200 visitations to the schools during the past year; traveled 2,500 miles to perform my labors; expended for necessary expenses (during the past two years) three hundred and fifty dollars more than I have received; lost many friends, *by attending to my own business*, and all this for little honor and less pay.

But, sir, with all these discouragements, there is created no despondency on my part. I long since learned that he who aims to shoot above all obstacles and difficulties, will often come short of his mark. With a deep feeling of the responsibility resting upon me, and a heart swelling with interest for the cause in which I am engaged, I cheerfully perform each day's allotted duties. When I hear or read of the prophecies of a bright and happy future, and behold with the eye of faith the beautiful pictures drawn by inspiration; when I see how perfect are all of Nature's laws; when I see organic and inorganic nature each performing the various purposes designed in its creation; when I behold the hosts in the starry world moving through space with utmost accuracy; when I know that Nature is man's great moral teacher, I cannot believe that to neglect my duty will ever hasten the day when order and harmony shall be reinstated in the world of thought, and the perverted mind be restored to rectitude. I stop not to ask *when* that day shall come, but do believe that, as one of the brotherhood of teachers, my action will help to hasten or retard that day. As *teachers*, we must take the light we have and diffuse it, that others be not compelled to grope in darkness. We must endeavor to hasten the day when "the heart of the fathers shall be turned to the children, and the heart of the

children to their fathers." We must strive to hasten that day when "the new risen Sun of Righteousness shall spread the healing of his wings over the earth, to make it a delightful land."

Allow me, in conclusion, to express my thanks to you, and all others who have aided me in various ways in the performance of my duties.

Yours very truly,

S. ARNOLD TOZER,

GENESEO, Jan. 15, 1866.

*School Commissioner.*

---

### LIVINGSTON COUNTY.—SECOND DISTRICT.

DANVILLE, N. Y., Jan. 12, 1866.

Hon. V. M. RICE, *Superintendent of Public Instruction* :

I respectfully submit the following Report of the condition of the schools in District No. 2, Livingston county :

COMMON SCHOOLS.—The number of lawful school age residing in this Commissioner district, is 6,112 ; of whom 4,277 have attended school during the past year. The average daily attendance, however, has been but 1,904 ; which shows that there has been some very serious obstruction to constant attendance and full schools. My observations in this direction convince me that a lack of *parental control* affects the attendance at the schools. By conversing with teachers, I find that there are in every school district some families in which the children *govern themselves*, so far as school-going is concerned. From such families come our "Young Americas." How to remedy this evil, I am unable to advise. Whether it belongs to the parents, the teacher, the preacher, or the civil law, to find a remedy and apply it, I will not decide, but I do protest against so much truancy among the children of lawful school age. Perhaps a law compelling each child to attend school 28 weeks in each year, until of a certain age, would remedy the difficulty.

RATE-BILLS.—In my opinion, rate-bills affect the attendance at the schools more than all other causes combined. I am thoroughly convinced that the average daily attendance at our schools might be increased 25 per cent. in the rural districts, and 50 per cent. in the villages, by the abolishment of rate-bills. There is a growing sentiment in favor of dispensing with this relic of an incipient school system. Why not raise the money which is now raised by rate-bills, by a general poll-tax on all the citizens of the State ? There are 850,000 voters in this State. A tax of one dollar on each voter, would raise \$850,000. Last year the amount of money raised by rate-bill was nearly \$430,000 ; which, taken from the above amount, leaves a surplus of \$420,000 to retain as a permanent school fund, the interest of which shall be applied to the support of schools. There is no citizen of the "Empire State" who cannot afford to pay his yearly tax of one dollar, to aid the State in providing a free education for every child within its limits. These suggestions are submitted without further comment.

**SCHOOL HOUSES.**—Three log houses grace my district ; one of these will give place to a new frame building the coming summer ; the other two are claimed to be “comfortable” yet. There are also four brick school houses, three of which are good buildings ; the fourth is a small “octagon,” which will soon give place to a better one. The remainder of the school houses are frame buildings, about one half of which are well adapted to the purposes of instruction. There has been one excellent house built in the town of Portage (the old one was condemned), and also one in the town of Springwater. Arrangements for building new houses next summer are being made in several districts. I think that the law permitting the Commissioners to condemn old school houses, an excellent one, but the people in this district are quite active to evade it ; for whenever I have intimated that the supervisor and myself would make an official visit to a certain district soon, the inhabitants of that district have met, and taken measures to “subvert the law,” and make said official visit invalid. Happy subversion ! I hope that every school district in the State will thus defy this particular statute, and “bring it to naught,” by erecting new, or repairing the old school houses. The chagrin experienced on being thus thwarted, is a great satisfaction to me.

All the school houses are supplied with blackboards, but they are generally too small for the schools to be fully benefited by them. About three-fourths of them have maps or charts of some kind, while not one in every fifteen have a globe or any other apparatus. About one-half of them have dictionaries. The school rooms are all warmed by stoves, and they are generally ventilated by lowering the window sash.

**SITES.**—These vary from one acre to nothing ; 19 are inclosed by fences, 60 have wood houses, and 64 have other out-houses. I have called the attention of teachers, officers and patrons, to these specific objects, and the effect is apparent in the improved condition of the same.

**TEXT-BOOKS.**—One year ago, we could boast of text-books of nearly as many different kinds as have been published for the last 50 years. This year we have an almost uniform series of text-books in all the schools of this district. The books introduced are those adopted by the teachers at the Institute, held in our county in the fall of 1864, consisting of Sanders' New Speller, and New Union Readers ; Robinson's Mathematics ; Mitchell's New Series of Geographies ; Brown's and Clark's Grammars ; Lossing's Histories ; Young's Government Class-book, and the Spencerian Penmanship. This uniformity has been secured by persevering efforts on my part, and by the earnest co-operation of the teachers. Patrons have cheerfully incurred the expense of new books, whenever they have understood the objects of the change. Now, when a pupil removes from one district to another, he is not obliged to get new books to use in the “new school.” I hope that our school law will place the power of prescribing the text-books to be used in the schools, in the hands of the school Commissioners, or some other county officers.

where it should be. The law authorizing the trustees to exercise this power, is of no benefit whatever to the schools of this county. I have yet to find the trustees who will take the responsibility to make the prescription.

**STUDIES.**—The studies pursued are Reading, Spelling, Writing, Arithmetic, Algebra, Geometry, Grammar, History and Geography, with a few pupils in Natural Philosophy and Civil Government.

**AGE OF PUPILS.**—The ages of the pupils are generally from six to 17 years, while a few are younger and a few older than the ages mentioned.

**PROGRESS.**—An increased interest in the schools is manifested by a much larger attendance than during the previous year. The closing of the war has doubtless had an effect on the attendance during the past summer. Previously, the great struggle in maintaining our national character and existence caused the people, to some extent, to neglect the interests of education; but with the return of peace, the proper spirit has again revived. Some important changes in the school law have also had the effect to stimulate the people to action. I have also, by lectures, by writing for the county papers, and by conversing with the patrons of schools, endeavored to arouse all classes to the importance of sustaining the common schools of our district; and I am gratified that the effect of these efforts is apparent. Many of the teachers have received Institute instruction, and have become better qualified to teach than formerly; which has aided very much in the progress of our schools.

**URGENT WANTS.**—Better arranged school rooms; more apparatus for illustration, and more teachers who know how to use them, *better qualified teachers in all respects*; a more public spirit in relation to schools, and some law or regulation by which a more general and constant attendance can be secured. Another want is, that the law be so altered that all property shall be taxed for school purposes in the district in which it is situated, and not in contiguous districts. The absorption by many wealthy men of all the land adjoining them, has been very detrimental to some districts.

**TEACHERS.**—The proportion of male to female teachers is about one to six. During the winter, males have received from \$5 to \$10 per week, and females from \$3 to \$6 per week, exclusive of board. In the summer, females have been paid from \$2 to \$6 per week, exclusive of board. Average wages in winter of males, \$7.28 per week; of females, \$4.35 per week; in the summer, females \$3.42 per week. But very few of the teachers teach more than five days for a week.

The most of the teachers of this district have attended the County Institute, and have thus been well instructed in the principles of their profession. A few, however, "did not intend to teach at the time the Institute was in session," or "did not hear of the Institute until it had closed;" while four had to stay at home "TO HAVE THEIR TEETH FILLED." In disposing of such applicants, I have usually concluded that the first class had better keep their "intention not to teach" good; that

second class had not energy and enterprise sufficient to teach a good school, or they would have heard of our Institute, which continued six weeks, and which was noticed several times in all of the county papers; and that the teeth of the third class were too *unsound* to justify me in granting them certificates.

EXAMINATIONS.—I generally require written examinations, but always examine the candidates orally sufficient to ascertain their ability to instruct, command of language, &c. Teachers are usually best prepared to teach arithmetic and algebra, and are the most deficient in reading and grammar. About one-third of them have read some work on the theory and practice of teaching; and about one-half of them take some educational journal, generally the New York Teacher.

CERTIFICATES.—I have granted 208 certificates; 66 of them were re-issues to the same persons to whom I had granted certificates for a short time; making really but 142 persons who have received licenses. The grade and duration of these certificates are as follows:

36	Third Grade,	6 months.
6	" "	1 year.
24	Second "	6 months.
67	" "	1 year.
5	First "	1 "
4	" "	3 "

The practice of commencing a school without a license, and then getting a certificate out of sympathy, has become obsolete in this district, and will probably remain so for a year to come at least.

The demand for teachers of higher qualifications has been in excess of the supply. I have been obliged to allow teachers of ordinary ability to teach some schools, where a much higher grade was needed and asked for. I trust that this state of things will not long continue. But two Normal students have been teaching within the past year, and but one of these is a graduate. Their success in teaching is sufficient proof of the superiority of the Normal over the common methods of instruction.

ACADEMIES.—The Dansville Seminary, in the village of Dansville, is a first class institution, and is in a flourishing condition. The Principal JOSEPH JONES, A. B., is an active, energetic, and faithful teacher, and a gentleman worthy in all respects of the position which he fills. The number of students last year was 231. The Faculty consists of several professors and teachers, all well qualified for the departments to which they are assigned. There is an extensive apparatus and a well selected library. The Teachers' Class of this fall was the best one ever formed in this institution. The facilities for acquiring a thorough scientific and classical knowledge, and a knowledge of music and painting, are unsurpassed by any institution of the kind in the State.

There is also an Academy at Mount Morris, connected with the Union Free School of that village. I have no figures or memoranda from which

to make a report. It is, however, in a flourishing condition, and worthy of patronage.

**PRIVATE SCHOOLS.**—There were ten private schools in this district, including one Parochial School at Dansville, with an aggregate attendance of 292 pupils.

**UNION FREE SCHOOLS.**—The Union Free School in the village of Mount Morris is the only one in this district, and is the most successful school in the district. The cost per pupil in constant attendance at this school for the past year, has been \$3.78 less than in the village of Nunda, and \$4.85 less than in the village of Dansville; which is a strong argument in favor of the Union Free School system. I have no idea, however, that it will ever be generally adopted in the rural districts, so long as a two-third majority is requisite for its accomplishment. Men are too mercenary generally to vote money out of their pockets, to pay the tuition bills of their poor neighbors.

**TRUSTEES.**—Each year, the people are more in favor of having but one trustee. But one-fourth of the districts at present have three trustees.

**INSTITUTES.**—A County Institute was held at Geneseo on the 23d and 24th of June, 1865, when a permanent organization was effected. I have not the secretary's report, and cannot give the number in attendance; but there was a good representation from nearly every town in the county. In the Circulars issued by the Commissioners, teachers were requested to prepare answers to the following questions :

- "How many pupils did you have the first day of the term?
- How many pupils' names did you have on the Register, June 22, 1865?
- What has been the average attendance of your school?
- How many classes do you hear recite each day?
- How many classes have you in reading, spelling, writing, geography, intellectual arithmetic, written arithmetic, algebra, grammar, analysis, history and philosophy?
- Have you classes in other branches than those named?
- Do you have declamation and composition in your school?
- At what hours do you commence and close the labors of the school room?
- Do you allow whispering?
- Do your pupils stand or sit while reciting?
- Do your pupils recite by the question, or by the topic method?
- How many minutes do you devote to the respective classes?
- Have you a globe or maps; and if so, do you make any use of them?
- What is the condition of your school house and grounds?
- Are there any points in imparting instruction, or in school government, upon which you desire information? If so, state them."

The discussion of questions arising from the teachers' reports on the above, was spirited and instructive, and the information imparted was very beneficial to all. Lectures were also given by Profs. JONES and McKINLEY of Geneseo, and Prof. HOOSE of Lima.

Last fall, the Institute commenced September 25, at Mount Morris, and continued six weeks. This was by far the most profitable Institute ever held in this county. A six weeks' Institute was to us an experi-

ment, but I am gratified to be able to report that its success exceeded our most sanguine expectations. The first week, about 70 attended; but the number gradually increased until over 300 names were enrolled, and the interest increased in the same ratio. The first three weeks were devoted to class instruction by the Commissioners. The teachers were divided into two classes, "A" and "B"; one of us taught Class "A" one day and Class "B" the next, alternating. Two halls, opening into each other in the same building, were used, so that both classes were in session at the same time. Our labors were divided as follows: Commissioner TOZER taught written arithmetic, algebra, spelling, grammar, and rhetoric; I taught mental arithmetic, history, civil government, geography and reading. Regular lessons were assigned and recited. Sub-lectures were also given each morning by one of the Commissioners, while both classes were in general assembly. Both classes also convened at three o'clock P. M. each day for the whole six weeks, and were taught for one hour the science and practice of music by Prof. L. C. CLAPP, of Groveland. This exercise was attended with happy results, and I shall never again willingly dispense with music at our Institutes.

During the last three weeks of the session, class exercises in the various sciences were conducted by the Commissioners; by Prof. J. H. HOOSE, of Lima; Prof. JOSEPH JONES, of Dansville; Prof. C. W. SANDERS, of New York; Miss H. L. D. POTTER, of Saratoga Springs; Miss JENNIE L. CAMERON (Object Teacher), of York; F. B. FRANCIS, Esq., of Lima; EDWARD DANFORTH, Esq., of Troy; and Com. JOSEPH TOZIER, of Monroe county. Lectures were also given upon various topics pertaining to education by Hon. V. M. RICE, of Albany; EDWARD DANFORTH, Esq., of Troy; Prof. C. W. SANDERS, of New York; Prof. JAMES H. HOOSE, of Lima; Rev. JONES, of Geneseo; Rev. W. N. IRISH, of Geneseo; D. W. NOYES, Esq., of Dansville; and Prof. LATIMORE, of Lima. Public Readings were also given by Miss H. L. D. POTTER and Prof. SANDERS, and Prize Readings by the teachers of the county. ROBERT H. FENN, Esq. (Blind Poet), of Rochester, also recited a fine poem entitled "Our Inconsistencies." Besides the prize given for the best public reading by the teachers of the county, separate prizes were given for the best declamation; the best examination in mathematics, geography, intellectual philosophy, English and American history, common arithmetic, and school law; for the best essay upon the question, "Are men responsible for their opinions?" to the twelve most successful teachers in the county; and also a school house bell and fixtures to the school district making the most improvements in school buildings and grounds. The strife for the prizes rendered the exercises very exciting at times, but the contest was carried on with that generous spirit of rivalry which makes the strife pleasant. The teachers were regular and punctual in attendance.

COMMISSIONER'S LABORS.—I have made 193 inspections of schools, 56 visits to districts at other times; held examinations in each town for two days; attended two Institutes, one of two days, the other six weeks;



spent four weeks preparing for said Institutes; examined and acted upon applications for the alteration of school districts; settled difficulties, apportioned the school money; carried on an extensive correspondence; distributed blank reports and circulars to trustees; collected and corrected the trustees' reports and made a report therefrom to the Department at Albany; delivered a number of lectures at different places in my district; published notices in the county papers, prepared articles pertaining to schools for publication; issued 1,000 circulars of various kinds to trustees and teachers, besides examining a great many applicants for licenses at my home.

I have devoted all of my time, and labored as hard as possible to perform the duties of my office, and yet there is a vast amount of labor to perform in the future; and though the Commissioner's salary is a poor remuneration for his labors, I mean to toil on so long as I hold the office.

Allow me to thank you for the many words of encouragement which I have received from you during the past year.

ISAAC C. LUSK,  
*School Commissioner.*

---

#### MADISON COUNTY—FIRST DISTRICT.

ERIEVILLE, Jan. 30, 1866.

Hon. V. M. RICE, *Superintendent of Public Instruction:*

Dear Sir—At your request, I have hastily made up and forward to you a "written Report" relating to the present condition of the schools of this district.

Owing to important changes in the school law, and the introduction of new and improved methods of teaching, our schools are in a comparative prosperous condition. In fact, in regard to conducting recitation exercises, we have effected an almost entire revolution. Those engaged in spelling, who are sufficiently advanced, are required to write out the words on slates, instead of spelling orally as heretofore; and occasionally some member of a class in reading or spelling is required to give the analysis of a single word, stating whether the word be a monosyllable, dissyllable, trisyllable or polysyllable; giving the accented syllable; defining accent; distinguishing between accent and emphasis; formed in part by prefixes or suffixes, with definition of each, simple or compound, primitive or derivative, &c.; then each letter in succession; if a consonant or impure tone, giving the sound, the name of the organ also by which the sound is made; if ever a substitute, naming the letter or combination of letters for which it may be substituted, &c. By this course, they soon obtain a *practical* knowledge of orthography. Those in reading classes are required to criticise each other, and correct mistakes, not only in the "*calling of words*," but in the observance of pauses, articulation, inflections, emphasis, personation and expression. Those in gram-

mar not only learn rules, but are required to apply them and prove their work, and are never allowed under any circumstances to *guess*. Those in mathematics are required not only to go through a formal solution of each example, but to assign a *reason* for each and every operation; *why* they add, subtract, multiply or divide, as the case may be, for the purpose of giving the pupil a knowledge of the *principles* upon which specific rules are founded. In geography, a map, especially the outline of the country or section of country they are describing, is drawn on the board by some one of the class, and explained. By these changes, we have been able to make our teaching *practical*; and those engaged in those branches obtain a knowledge so thorough, that at the commencement of each term they can *begin* where they left *off*, and *continue* their studies, instead of reviewing often and going over the same ground for successive terms.

As the new law gives the trustees of each district a larger margin for repairs, our school houses are being improved and made more comfortable, and furnished with necessary apparatus. Trustees and parents make more frequent visits, and a more lively and growing interest seems to prevail generally.

During the past year there has been an increased demand for first class teachers; and as we have only a small surplus of all grades, we have been under the necessity of *importing* to supply the demand: as a consequence, our schools at the present time are in charge of competent and experienced teachers, which tells favorably in their general good management.

Our most "urgent wants" at the present time are a uniformity in text-books and school material. In visiting schools during the present winter term, I found one school numbering 29 on the register with an attendance at the time of 18, where the teacher had organized *ten* reading classes! Although this may be regarded as an extreme case, the *variety* of *text-books* is certainly a serious evil, and calls loudly for some action in the premises.

At our last Institute an agent of a publishing house (IVISON, PHINNEY & Co.,) proposed to supply all the schools in the county with a series of suitable and meritorious books at one-half the retail price, and receive in exchange all their old books at a fair value, and would supply the retail dealers with a full stock of books for *future* supply. This proposition was made on condition that the Commissioners would indorse the movement; but owing to conflicting interests among book publishers which seemed to extend to some of our principal teachers, and there being some doubts with us as to the propriety of the course, we respectfully declined for the time to enter into any such arrangement. Now in regard to this matter, we want your advice. *Shall* we, or *can* we, take any action by which a uniformity of text-books will be secured?

I have said that we wanted school material. This is emphatically the case in the rural districts. This portion of the county is well adapted

to grazing purposes; and the resident farmers have been for a long time successfully engaged in stock-raising, wool-growing and the making of butter and cheese. As they have increased in thrift and wealth, they have shown a disposition to enlarge their farms; and to such an extent has this been carried, that in some school districts, where 15 or 20 years ago they numbered 75 or 80 children at school, at the present time they are barely able to maintain a public existence, numbering from 5 or 6 up to 70 or 80. Their peculiar situation (in view of the condition of roads) is such that it is impossible to consolidate, or to make any arrangement by which they can enjoy anything like respectable school-privileges. On the other hand, our village schools are well attended; and the rural inhabitants oftentimes feel under the necessity of sending their children away to the village school, to enjoy privileges denied them at home. For these causes, great inequality exists among our school districts, as to numbers, average attendance, and in fact in all the essential elements of a school.

The Union School at Hamilton is deservedly popular as a model school; and although invaluable to us in furnishing a limited supply of thorough teachers, is affecting unfavorably the surrounding districts. To counteract this, I have been laboring (on the principle of "provoking each other to good works"), through our teachers, to make these small weak districts to all intents and purposes union schools, by introducing the same methods of thorough teaching and study; with what success, time alone will determine.

Our Annual County Institute was held at Morrisville in September last. Prof. SHERRILL, of the Hamilton Union School, and Prof. HARRINGTON, of Canastota, were employed as teachers. Although the attendance was not large, yet in all the essential requisites, perfect order, good attention and thorough instruction, we believe this Institute to be the best ever held in Madison county.

In the discharge of my official duties, I have received the hearty cooperation of trustees, town officers, and friends of education generally; and during the four years of desolating war (now happily brought to a close), I have felt, that from my peculiar position, great and weighty responsibilities rested on me. And while our legislators and executive officials have been in constant conflict with *mature* minds in combating treason, it has been mine to instill into the *youthful* mind sentiments of loyalty and patriotism, so that when this large and wicked class of rebel sympathisers shall have passed away, our glorious Constitution, with its free, civil and religious institutions, will rest for support on those who will appreciate their worth, and who will be willing to make any and every sacrifice for their maintenance and perpetuity.

Respectfully submitted,

HARRISON BURGESS,

*Com'r First District Madison County.*

## MADISON COUNTY.—SECOND DISTRICT.

Hon. V. M. RICE :

Dear Sir—The Second Commissioner District of Madison county consists of the towns of Cazenovia, Fenner, Lenox, Smithfield, Stockbridge and Sullivan. Of the whole number of school houses, nineteen are unfit for use, especially in the winter time. There are twenty-four with the old style desk nailed all around the sides of the school-room and eighteen have no out-buildings whatever. Out of 7,501 persons of school age, 5,421 have attended the schools more or less during the year. There are 940 less persons of school age than there were three years ago ; 905 less than there were two years ago, and 668 less than there were one year ago.

I occasionally find children in school who have no books whatever their parents being too poor to do more than to indifferently cloth and feed them. On one occasion, where children of this class were present, I asked the teacher how they were benefited by attending the school. He replied that they learned something by hearing the other pupils recite, and that he gave them as much personal attention as he could consistently. He said that they ought to be encouraged to come to school, where they could learn something, even without books, and that he was willing to spend extra time and labor in giving them instruction. His was the sacrificing, grand, sublime spirit of the true teacher. How such a spirit warms and thrills and encourages another in the work and labor for the cause of humanity ! Is it not a disgrace that such instances of destitution, above referred to, should exist even in our wealthy rural districts ?\* Would it not be well for our Legislature to make provisions by which the trustee may supply good and sufficient books to needy children, at the expense of the district ?

The whole number of certificates issued by me, during the year, was 257 ; of which seven were of the first grade, eighty-eight of the second, and one hundred and sixty-two of the third. I have refused a large number of applicants for licenses, at the cost of some friends, and some severe struggles with conscience. Indeed, to refuse a license, is the most difficult duty which I have to perform. A person who has become convinced by his teachers and friends, and by his own supposed acquirements, that he is competent to teach a common school, is thereby informed "by the powers that be," that he is unfit for the position which he seeks ; and he feels himself disgraced and dishonored, and not unfrequently becomes discouraged, instead of feeling, as he ought, that he has made a praiseworthy *effort*, and resolving that he will make himself eminently worthy of what has been refused to him. I have, however, striven to raise gradually the standard of qualification ; believing it more just for one person to suffer disappointment, than for a whole school to suffer at the hands of an incompetent teacher.

---

\* Assuming that they exist to a greater or lesser extent, throughout the State.

There was but one teacher who, while in attendance at the Teachers' Institute, received wages from the district in which she had been employed.

There is a scarcity of teachers, and wages have materially increased. The whole amount paid for teachers' wages during the year, was \$17,088.46 ; while for the year before, the amount paid was \$14,155.66. The whole number of teachers employed during the year, was 213 ; during the year before, 223. The number of teachers employed, licensed by the Superintendent of Public Instruction, was seven ; by diploma from the State Normal School, one.

The teachers' classes in the Seminary at Cazenovia, and in the Academy at Oneida, were full, and were largely composed of persons who gave fair promise as teachers. The training and instructions were thorough, and well adapted to prepare the pupils for the practical business of teaching.

The amount of library money expended for books, was \$170.02 ; while last year, \$244.53 was so expended. Three of the districts have no book-case for their library.

The number of pupils which the county is entitled to have in the State Normal School, has been more than filled. Only one has been sent to the Oswego Normal and Training School.

Trustees complain at the complicated nature of the reports which they are required to make ; and the sorry appearance of many of the reports shows that what is required is very imperfectly understood. The principal difficulty is in obtaining the average daily attendance at school. The Circular to Trustees, of September 1, 1865, is full and complete in its instructions as to the manner of making the report ; and I can only account for so many imperfect ones, on the ground that trustees fail to *study their lessons*.

Our Teachers' Institute for the county, was held at Morrisville, commencing Sep. 17, and continuing in session two weeks. HENRY J. SHERRILL, A. M., Principal of the Union Free School at Hamilton, and A. G. HARRINGTON, A. M., Principal of the Union Free School at Canastota, were the instructors. The instruction was thorough and practical. Rev. Mr. HARD gave a lecture on "What the times demand of the educated ones ;" Rev. A. S. GRAVES, "The duty of American Teachers to teach American Ideas ;" E. H. SPOONER, Esq., "Our Public School System, its uses, faults and merits ;" Rev. E. S. BARNES, "Power in boldness and courage in the teacher ;" Hon. THOMAS BARLOW, "Calling and Character of Teachers in their relations to the People." Mrs. S. C. DOUGLASS gave an evening's entertainment in recitations from the poets. The lectures and recitations were of a high order, replete with practical instruction, and well adapted to a teachers' institute. Though our institutes are instructive and profitable, we have to complain for the past four years of the want of that impulse and zest which the presence of the Head of the Department, at Albany, would inspire.

Very respectfully, your obedient servant,

HIRAM L. ROCKWELL,  
*School Commissioner Second District, Madison County.*

## MADISON COUNTY.—SECOND DISTRICT.

Hon. V. M. RICE :

Dear Sir—The Second Commissioner District of Madison county, consists of the towns of Cazenovia, Fenner, Lenox, Smithfield, Stockbridge and Sullivan. Of the whole number of school houses, nineteen are unfit for use, especially in the winter time. There are twenty-four with the old style desk nailed all around the sides of the school-room, and eighteen have no out-buildings whatever. Out of 7,501 persons of school age, 5,421 have attended the schools more or less during the year. There are 940 less persons of school age than there were three years ago ; 905 less than there were two years ago, and 668 less than there were one year ago.

I occasionally find children in school who have no books whatever, their parents being too poor to do more than to indifferently clothe and feed them. On one occasion, where children of this class were present, I asked the teacher how they were benefited by attending the school. He replied that they learned something by hearing the other pupils recite, and that he gave them as much personal attention as he could consistently. He said that they ought to be encouraged to come to school, where they could learn something, even without books, and that he was willing to spend extra time and labor in giving them instruction. His was the sacrificing, grand, sublime spirit of the true teacher. How such a spirit warms and thrills and encourages another in the work and labor for the cause of humanity ! Is it not a disgrace that such instances of destitution, above referred to, should exist even in our wealthy rural districts ?\* Would it not be well for our Legislature to make provisions by which the trustee may supply good and sufficient books to needy children, at the expense of the district ?

The whole number of certificates issued by me, during the year, was 257 ; of which seven were of the first grade, eighty-eight of the second, and one hundred and sixty-two of the third. I have refused a large number of applicants for licenses, at the cost of some friends, and some severe struggles with conscience. Indeed, to refuse a license, is the most difficult duty which I have to perform. A person who has become convinced by his teachers and friends, and by his own supposed acquirements, that he is competent to teach a common school, is thereby informed "by the powers that be," that he is unfit for the position which he seeks ; and he feels himself disgraced and dishonored, and not unfrequently becomes discouraged, instead of feeling, as he ought, that he has made a praiseworthy *effort*, and resolving that he will make himself eminently worthy of what has been refused to him. I have, however, striven to raise gradually the standard of qualification ; believing it more just for one person to suffer disappointment, than for a whole school to suffer at the hands of an incompetent teacher.

---

\* Assuming that they exist to a greater or lesser extent, throughout the State.

There was but one teacher who, while in attendance at the Teachers' Institute, received wages from the district in which she had been employed.

There is a scarcity of teachers, and wages have materially increased. The whole amount paid for teachers' wages during the year, was \$17,088.46 ; while for the year before, the amount paid was \$14,155.66. The whole number of teachers employed during the year, was 213 ; during the year before, 223. The number of teachers employed, licensed by the Superintendent of Public Instruction, was seven ; by diploma from the State Normal School, one.

The teachers' classes in the Seminary at Cazenovia, and in the Academy at Oneida, were full, and were largely composed of persons who gave fair promise as teachers. The training and instructions were thorough, and well adapted to prepare the pupils for the practical business of teaching.

The amount of library money expended for books, was \$170.02 ; while last year, \$244.53 was so expended. Three of the districts have no book-case for their library.

The number of pupils which the county is entitled to have in the State Normal School, has been more than filled. Only one has been sent to the Oswego Normal and Training School.

Trustees complain at the complicated nature of the reports which they are required to make ; and the sorry appearance of many of the reports shows that what is required is very imperfectly understood. The principal difficulty is in obtaining the average daily attendance at school. The Circular to Trustees, of September 1, 1865, is full and complete in its instructions as to the manner of making the report ; and I can only account for so many imperfect ones, on the ground that trustees fail to *study their lessons*.

Our Teachers' Institute for the county, was held at Morrisville, commencing Sep. 17, and continuing in session two weeks. HENRY J. SHERRILL, A. M., Principal of the Union Free School at Hamilton, and A. G. HARRINGTON, A. M., Principal of the Union Free School at Canastota, were the instructors. The instruction was thorough and practical. Rev. Mr. HARD gave a lecture on "What the times demand of the educated ones ;" Rev. A. S. GRAVES, "The duty of American Teachers to teach American Ideas ;" E. H. SPOONER, Esq., "Our Public School System, its uses, faults and merits ;" Rev. E. S. BARNES, "Power in boldness and courage in the teacher ;" Hon. THOMAS BARLOW, "Calling and Character of Teachers in their relations to the People." Mrs. S. C. DOUGLASS gave an evening's entertainment in recitations from the poets. The lectures and recitations were of a high order, replete with practical instruction, and well adapted to a teachers' institute. Though our institutes are instructive and profitable, we have to complain for the past four years of the want of that impulse and zest which the presence of the Head of the Department, at Albany, would inspire.

Very respectfully, your obedient servant,

HIRAM L. ROCKWELL,  
*School Commissioner Second District, Madison County.*

## MONROE COUNTY—CITY OF ROCHESTER.

SCHOOL SUPERINTENDENT'S OFFICE,  
 ROCHESTER Jan. 22, 1866. }

Hon. VICTOR M. RICE, *Superintendent of Public Instruction* :

Sir—My time is so constantly occupied in discharging the various duties of my office, that in complying with your request, I must be very brief.

On the 15th day of June next, it will be just a quarter of a century since the "Free School Law" of the city of Rochester went into operation. During the first year after the passage of the law, the number of pupils in attendance upon the schools was one thousand and fifty. During the past year, we have had enrolled upon the school registers the names of about eight thousand pupils, and the average attendance has been over five thousand. The number of teachers now employed is one hundred and eight, ninety-six of whom are ladies.

Over forty thousand dollars is paid annually for teachers' wages alone, and about twenty thousand for contingent expenses, consisting of fuel, care of school-houses, repairs, school furniture, insurance, library books, &c., &c. The value of the school property of the city is now estimated at about one hundred and twenty-five thousand dollars.

Our schools are divided into four general departments, as follows :

ONE FREE ACADEMY.  
 TEN GRAMMAR SCHOOLS.  
 SIXTEEN INTERMEDIATE SCHOOLS.  
 SIXTEEN PRIMARY SCHOOLS.

For school accommodations we have seventeen buildings, well located, many of them large, commodious and comfortable, an ornament to the streets in which they are erected, and whose portals are daily opened to the children of both sexes, of all nationalities, and of every station in life. Over five thousand such children may be daily seen wending their way through every street in the city to the school of their district, with their books under their arms, a quick, elastic step and smiling face, as if they had well prepared the studies of the day, and as if the school was to them—and which it really is made by the system of gentle discipline which governs—a happy home.

In five of the school houses, in which are intermediate schools, the experiment has been tried of employing female teachers exclusively ; giving them the whole charge of the schools and care of the premises ; and this notwithstanding a feeling was entertained by many in those districts that it would be necessary to have a male principal at the head of the school, if for no other purpose, at least to control the large scholars and to protect and preserve the school property. Their fears, however, have never been realized. The buildings, premises and furniture, are just as well cared for as any in the city ; and I take pleasure in recording the fact that those schools, presided over entirely by female teachers, are not surpassed by any schools in the city.



have not time to give you in detail the working of our educational system, and will only say in a general way that the public schools of Rochester have never been as prosperous and successful at any previous period in their history, as during the past year. The progress of the schools has been very gratifying. The teachers, with only a few exceptions, have shown an increased interest in their work, and their labors have been performed with more than their accustomed zeal and ability. In connection with our Common Schools, we have a Free Academy, which was established in the year 1857, under the name of "The Central School," and was recognized by the Regents of the University in summer of 1862, under the corporate name of the "ROCHESTER FREE ACADEMY." Since its organization to the present time, it has enjoyed and deserved, the reputation of being one of the most thorough and successful academic schools in the State. Annual accessions are made to the academy at commencement time, directly from the grammar schools, and by general public examination; to be admitted to which, applicants must have the written recommendation of their respective principals.

At the examination in May last, ninety such pupils were admitted. At the commencement of the next school year, I shall endeavor to have established in connection therewith a Normal or Training class, consisting of those to graduate the ensuing year. The design will be to give to those who intend to become teachers, special instruction in the best methods of teaching; to ground them thoroughly in the theory and practice of their profession, and to qualify them—if they have the *natural* requirements—to take high rank among the educators of the State. Please accept my thanks for the lively interest you have taken in the prosperity of the schools of Rochester. We have caught some of the spirit and enthusiasm that has been awakened during the last few years, throughout the length and breadth of the Empire State, in the good cause of popular education. May the sacred duty of watching over and fostering the educational interests of the Commonwealth always be entrusted to those who will put forth the same untiring zeal and energy that characterized the administration of the present Superintendent of Public Instruction.

Very respectfully,

C. N. SIMMONS,

*Superintendent.*

---

#### MONROE COUNTY—FIRST DISTRICT.

WEBSTER, January 3, 1866.

V. M. RICE:

In compliance with your instructions, the undersigned, School Commissioner of the First District of Monroe county, respectfully submits the following:

There are in this district nine towns, one hundred and five districts, eight

thousand one hundred and eighty-seven persons of school age. The aggregate number of weeks school was kept during the year ending on 30th day of September, 1865, was three thousand two hundred and eight. The average daily attendance, as reported by the trustees, was 2,319.959, which is but a little above the average of last year. But the present year (judging from number present in the schools visited) will give a large increase of the attendance, both in the common schools and academies. A careful observer can but notice the improvement which has taken place in the condition of our schools during the past ten years, and the past year has given evidence of progress as marked as any other. We see it in the improved condition of the school houses, in the more thorough discipline of pupils, in the improved methods of primary instruction, and in the increased ability of teachers.

**SCHOOL HOUSES.**—There are a few antiquated structures still remaining. The burden of the civil war has undoubtedly retarded improvements in this direction, but progress is still visible in the neat and commodious houses erected each year. Two were built the past year, at an aggregate cost of \$3,000, and three are in progress of erection. Others have been repaired, and as a whole, they are an honor to the enterprise and intelligence of the inhabitants.

**TEACHERS.**—Only about one-fourth of the teachers during the past year were males, but this is not to be regretted in the least, for there were more failures among the males than among the female teachers, and in my examinations I was obliged to refuse certificates to more male applicants than females. Teachers' wages have advanced about fifty per cent. over those of two years ago. Too many teachers neglect to attend the Institute; no teachers can reasonably expect to succeed if they neglect to attend these valuable institutions.

**LIBRARIES.**—The district school libraries are much neglected. More than half the books bought by the money provided by the State, are in the hands of private individuals, and are lost to the district. Those in the hands of the proper officers are little cared for; few are read, and I think it would be a great improvement if the library money could be expended for school apparatus.

**ACADEMIES.**—There are three academies in my district. The Penfield Seminary, though injured by the frequent change of teachers, is at present in a flourishing condition, under the charge of M. K. PASCO.

Monroe Academy, at Henrietta, has, by the enterprise of its friends, been freed from debt, and under the charge of Prof. DAVIS, merits success. Webster Academy, under the charge of H. L. ROBINSON, is in a very prosperous condition.

**TEACHERS' INSTITUTE.**—The Institute for this district was organized on the 23d day of October, in the village of Fairport, and continued two weeks. Prof. J. H. HOOSE, of Lima, and Prof. C. TOWNSEND, of Rochester, conducted the exercises the first week, assisted by E. V. DE GRAFF,

Rochester, in intellectual arithmetic, and Miss DELIA CURTICE and Miss FLORA T. PARSONS, in methods of object lessons.

JAMES CRUIKSHANK, LL. D., of Albany, conducted the Institute the second week. The instruction embraced mental and written arithmetic, grammar, geography, reading, elocution, orthography, punctuation, physiology, object lessons and vocal music. The instruction throughout was of a most thorough, practical and suggestive character. Lectures were delivered by Prof. HOOSE, on "The Teacher and his Work;" by J. D. TSBANDS, Esq., on "Authority;" by Prof. C. TOWNSEND, on "Signs of Character" and "School Government;" by Dr. CRUIKSHANK, on "The Philosophy of Education," and "Man and Nature;" by Dr. T. S. LAMBERT, on "Physiology;" Prof. S. W. CLARK, on "Philosophy of Language," and by Rev. M. B. ANDERSON, D. D., on the "Senses." All of these were very interesting and instructive.

The attendance of teachers was large, being about double that of any previous year. The earnest attention and lively interest exhibited by the teachers present was cheering to all. This session of the Institute demonstrated the great utility of Institutes in the education of teachers, and the improvement and elevation of all our schools.

SCHOOL COMMISSIONER.—My time is employed in the following manner: Visiting schools from the first of December till the first of March; apportioning school moneys and examining teachers from the first of March to the first of May; visiting summer schools from the first of May to the first of August; distributing blanks to town clerks, preparing for and holding Institutes, gathering up reports of trustees, making abstracts and reports, occupy much of my time from the first of August to the first of December. To discharge all these duties I have found to be no inconsiderable task.

I desire to acknowledge the generous hospitality of the people of my district, of which I have so largely shared; the uniform kindness and courtesy of teachers and school officers, and their readiness to co-operate in all measures calculated to promote the interests of education. Also my thanks are due to the Department for patient courtesy in answering the many communications which I have been obliged to send thither. Hoping for a more general interest in the great cause of popular education,

I remain your obedient servant,

LUTHER CURTICE,  
*School Commissioner.*

#### MONROE COUNTY—SECOND DISTRICT.

Hon. V. M. RICE, *Superintendent of Public Instruction:*

Dear Sir—The Third Assembly District of Monroe, known also as the Second Commissioner District, comprises all of that portion of the county lying west of the Genesee river.

[Assem. No. 90.]

The following table, taken in part from my annual report, exhibits some facts that may be of interest:

TOWNS.	Taxable square miles.	Population, 1885.	No. of children of school age.	No. of resident children attending school.	Average attendance.	Paid for teachers' wages.	Total school expenses.	School houses.	Value of school property, exclu-
Clarkson.....	32.11	1,843	650	415	197.220	\$1,901 56	\$2,417 63	10	\$6,
Chili .....	38.18	2,242	645	382	177.324	1,370 54	1,826 19	11	6,
Gates .....	21.46	2,783	1,189	549	204.460	1,939 72	2,669 55	10	3,
Greece .....	48.03	4,400	1,508	1,128	410.532	3,412 59	4,623 32	17	10,
Hamlin .....	41.50	2,392	904	712	320.516	2,572 50	3,216 63	15	7,
Ogden .....	34.21	2,791	1,008	757	329.051	3,058 34	3,800 07	14	8,
Parma .....	39.13	2,936	1,082	871	417.348	2,962 92	3,574 90	16	8,
Riga .....	32.75	2,141	765	562	263.758	2,286 42	2,917 17	13	5,
Sweden .....	32.65	4,126	1,386	828	387.056	2,648 76	3,337 61	13	9,
Wheatland.....	29.52	2,675	929	575	263.721	3,037 34	3,986 49	10	7,
Total.....	349.54	28,329	10,066	6,779	2,970.986	\$25,190 69	\$32,369 66	129	\$74

During the year 128 schools have been in session for an average of 32.39 weeks, at an average expense of \$196.02 for teachers, and average total expense of \$252.88. The number of persons employed during the same term as teachers has varied from 138 to 142. Sixteen per cent. of the children, between five and 21, have attended school some part of the past year, although their average attendance is 29½ per cent.

The average daily attendance of pupils in the town of Clarkson, compared with its school age population, is nearly 30 per cent.; of Chili, 27 per cent.; of Gates, 17 per cent.; of Greece, 27 per cent.; of Hamlin, 27 per cent.; of Ogden, 32 per cent.; of Parma, 38 per cent.; of Riga, 27 per cent.; of Sweden, 27 per cent.; of Wheatland, 28 per cent.

Since the date of my last special report, one district has been annexed. Of the one hundred and twenty-nine school houses now in use, twenty-four are stone, two are log, twenty-eight are brick, and seventy-five are of frame. The proportion of stone and brick houses, about forty per cent. of the whole, is much greater than the average throughout the State, which is nearly thirteen per cent.

It is gratifying to observe, in this district, the growing public sentiment in regard to school buildings. There are quite a number of substantial, commodious and inviting structures, with appropriate furniture and pleasant grounds. It is to be greatly regretted, however, that there are some twenty-two houses yet remaining which are not at all suitable for those whose minds are so much influenced and formed by their surroundings. The cultivation of the æsthetic element in the child tends to his refinement and elevation. Surround him with the tasteful, systematic and the beautiful, and he will grow up in harmony with them, and will show their work in his future life. The cosy, cheerful

and attractive school house, with its pleasant shade trees and its liberal half acre, is an investment justified both by common sense and the wants of our youth.

The wisdom of having well selected apparatus in every school is apparent to all. There are those who, calling to mind the years long past, when the blackboard was a myth and cudgel was king, will remember what a revolution in school organization and classification the introduction of the former article produced. This change might be more radical were other needful apparatus in more general use. All of the schools are supplied with blackboards, a number with maps and charts, and several with globes. For the latter, it is pleasant to say, there has been an increased demand.

According to a provision of the Revised School Law, a district is authorized to vote a sum, not exceeding twenty-five dollars in any one year, for the purchase of apparatus. To the trustees of those districts now destitute of a globe, I would respectfully submit whether it would not be well to obtain one at the first available opportunity, the expense of the same to be met by the library funds, or by an authorized tax. It has been a complaint that, after districts had exercised a commendable generosity in regard to apparatus, teachers, in many instances, had failed to make an intelligent use of it, and seemed to lack an appreciation of its value. This fault is becoming every year less frequent.

I may be allowed to remark, in this connection, that it is the duty of the teacher to prevent any dust from gathering on the globe; to see that the maps are not rolled up and thrust into the wood house, and that the charts, blocks, &c., are of some practical benefit. It is his paramount duty to make use of all of these aids in his every-day work.

I am convinced that in many (not in all) of the districts under my jurisdiction, the libraries are much neglected. The opportunities for obtaining reading material from other sources are so ample, that the necessity for these libraries seem to be obviated; and yet, upon an examination of their contents during the past year, I have found them of such a character that I am not prepared to advise a compulsory diversion of the funds devoted to their support.

A want of uniformity in text-books is a great hindrance to the proper organization of schools, and extremely detrimental to their interests. Probably this inconvenience is as little felt in this district as in any other in the State. While it is true that there is not perfect uniformity, the following books are generally used: Parker and Watson's Readers and Spellers, Robinson's Mathematics, Monteith and McNally's Geographies, and Clark's and Brown's Grammars. I would recommend to trustees and patrons of schools the wisdom of guarding against any change at present which would destroy this uniformity. In those districts where older works are in use, such gradual changes might be made as shall not bear too heavily upon the purse, and yet secure a most desira-

ble class of text-books, and, at the same time, make the general uniformity more complete.

It occurs to me that a knowledge of the fundamental law of the State, and so much of the principles of civil jurisprudence as relate to the common affairs of life, is an absolute necessity with American youth. In this country, where every man is a king, and where the happiness and prosperity of the people depend so much upon the intelligent exercise of their rights as citizens, it is eminently proper that Civil Government should be introduced into the curriculum of common school study. . . knowledge of our physical frame, of the laws that control it, and of the sources of health, is imperative, if we wish a robust, sturdy and vigorous nation; and hence Physiology is another branch that should be universally understood.

There are, at the present time, fifty-five gentlemen and eighty-four ladies teaching in the district. During the summer, however, all of the schools, with the exception of four or five, are taught by ladies exclusively. It is pleasant to know that many of these teachers are zealous and progressive men and women, whose efforts for self-culture do not cease the moment they obtain a certificate. In all plans of education interest they co-operate most heartily. About seventy copies of either the New York Teacher or the Educational Monthly are taken by them. Even a superficial observer may see that, to elevate the profession of teaching, there must be a more special preparation for the work. The Normal School, at Albany, and the Training School, at Oswego, are two institutions which have this purpose in view; and the graduates of these schools, now teaching with us, have shown by their success the benefit which may be derived from them. But instead of two institutions there should be at least six, situated in different parts of the State and easy of access.

The rapid and yet quiet absorption of the great armies of the country in the field last April, is a striking proof of the capability and vigor of this nation. Though the ranks of civil life have been greatly increased by the dismissal of these armies, business is not clogged, nor industry staggered; there is, in fact, more activity in all industrial pursuits. Several young men who have done noble service in the field are now among our teachers.

I can not refrain from here noticing the patriotism which the teachers of the Western District exhibited during our late sanguinary struggle. Stimulated by a mighty sense of duty, many of them entered the army to fight, not only for this people, but for all humanity. Some of them are with us again, others are not; they died in the hospital; they fell at Fredericksburg, at Gettysburg, or on other battle fields of the war; they have been transferred to the army of the Great Commander-in-Chief on the other side.

In the examination of applicants for licenses, I have generally used the written method. It is less embarrassing to the persons inspected

and the results furnish much better data upon which to base a decision. Of course, every Commissioner who seeks conscientiously to perform his duty, will be compelled frequently to refuse a certificate. This ought to be done, however, in as kind a manner as possible, with suggestions in regard to what branches should be reviewed and completed, and with the encouragement that further study will make a future decision favorable.

It is the impression with some that because a school is *backward* it does not demand a teacher of good qualifications. Rather is it the fact that the more obscured the children's intellects are, the less able they are to think for themselves, and the greater the need for the guidance of a strong and cultured mind, one so full of enthusiasm and thought that it can arouse in others the ambition to study. If every man now teaching in the land were in spirit a Dr. ARNOLD, and every woman a MARY LYON, it would be difficult to estimate the impetus that would be given to educational work.

The academies of the district, in successful operation, are the Parma Institute and the Brockport Collegiate Institute. The former, under the able supervision of Prof. S. W. CLARK, is very prosperous. It has, at present, three departments, each of which is in charge of competent instructors. About one hundred young men and ladies, nearly one-half of whom are preparing to teach, compose the school. Two thousand dollars have lately been raised to meet an indebtedness on the building, and three hundred devoted to the purchase of additional apparatus and books for the library. Prof. CLARK has had a long and successful experience as an educator, and the school is situated in the midst of a community of well-distributed wealth; there is no reason why this prosperity should not increase.

The Brockport Collegiate Institute still remains in the charge of Prof. M. McVICAR, whose earnest labors, in common with those of his efficient co-workers, are gaining for the school, as I remarked last year, the enviable reputation of being one of the best in the State. The five departments are taught by a corps of eleven teachers, whose salaries vary from \$350 to \$1,800. During the year material additions have been made to the apparatus and to the reading room; and a fine gymnasium has been erected for the use of the students, at an expense of about \$1,400.

By the authority of the Board of Regents, a series of questions upon geography, arithmetic and grammar have been prepared and sent to the various institutions under their control. Pupils attending any of these must answer correctly at least seventy-five per cent. of the questions in each branch, before entering the academic department. While this arrangement may work temporary inconvenience and injury, yet I am convinced that its permanent result will be to elevate the character of high school education, and greatly to advance our common schools. It must eventuate in a more thorough knowledge, by all scholars, of the fundamental branches.

Our Teachers' Association meets semi-annually. The winter session occurred the 13th and 14th of January last, at Spencerport. Nearly on hundred teachers were present. A. J. Northup, Esq., of Syracuse, gave a most excellent Address on Friday evening, selecting as his theme "The Economy of Mental Powers." Essays, reports, class-drills, discussion &c., constituted the day exercises. We were much indebted to Prof. Clark, McVicar and Principal DeGraff, for valuable assistance.

The Teachers' Pic-nic, the summer session, was held July 15, at Prof. Clark's grove. Hon. J. C. Chumaseo, of Rochester, delivered a powerful oration on "Our Country, its Growth and its Destiny;" and Mr. Robert H. Fenn followed in a sparkling poem entitled "Inconsistencies." Several estimates made the number present about one thousand.

The first Institute in this county, under the Commissioner system jurisdiction, was held at the city of Rochester in the fall of 1857, under the joint supervision of Commissioners Brown and Bowman. The next season, however, Mr. John R. Garretsee, who succeeded Mr. Bowman as Commissioner, established a District Institute at Spencerport. It was a complete success, and, during his entire term of service, continued so.

The Institute of last fall commenced its session at Spencerport, on 9th of October, and continued two weeks. It was largely attended, hundred and ninety-six names being registered. James Cruikshank, J. D.; Hon. V. M. Rice, Prof. J. H. Hoose and Miss H. L. D. Potter, respectively performed the duties of chief instructors. In addition to their daily labors, they favored the Institute with evening lectures; and it was most profitably addressed by the following gentlemen: J. D. Edwards, on the subject of Authority; Dr. J. W. Craig, on Aspirations and Achievements; and Rev. Dr. Robinson, on The Cultivation of the Christian Science. Prof. McVicar illustrated by experiments the subject of Chemistry. Dr. McIntosh, Profs. Williams and Clark, Principals DeGraff and Barker, Miss Parsons, Mr. R. H. Fenn, and others, aided very much in making the exercises valuable. The printed report of the minutes renders a further detail of this interesting session unnecessary.

Within the past ten years, the cause of education in this State has made a decided advance. This, no doubt, is attributable in part to the influence of the Institute, whose office-work is to develop and disseminate methods of instruction; to cultivate the professional skill of teachers; to enable them to systematize, to govern, and to instruct on more philosophical principles, and to impress them with the obligations of their high calling.

It is the intention of the undersigned to visit each school at least once each term; and he has been able thus far, with a very few exceptions, to make good this intention. This branch of a Commissioner's labors is probably not much more than one-half of what properly devolves upon him; and he expects to approximate to full efficiency in the cause, his time, energy, and his mind must be devoted to it.

In the two hundred and forty-eight visits which have been made during the year, I have become more and more convinced that a systematic visit



tion of schools, by the people themselves, would be a great agency for good. Were every parent sending a child to school, to visit the school, his presence, his interest, and his counsel, must incite the teacher to a better performance of his duties, impress the pupils with the importance of application and obedience, and tend greatly to make the school what it should be. The training of a human soul is no mean work. To give it moral beauty and mental strength, to foster and polish it, thus fitting it for happiness and usefulness, is a calling of weighty responsibility. To those who undertake it, an active parental co-operation would be a support, an encouragement, and a great safeguard against error.

It is a gratifying evidence of the hold which the common school has on the people, and that they deem its growth and prosperity essential to the growth and prosperity of the State, that, in the midst of a contest endangering the very body politic, the interests of schools could calmly and intelligently be discussed. During the war, the agitation of educational subjects never ceased; prominent methods of instruction were critically discussed; the great annual educational conventions were thoroughly alive, and a new school law was prepared, perfected, and carried into successful operation.

Our late lamented President remarked in one of his messages, that there was sufficient educated ability in every Northern regiment to direct the affairs of the Nation. It was a noble and deserved tribute to the influence of our common schools. To this influence, in part, is due our success. It was intelligence that added reason to the sublime faith in God and right, that supported the country amid all of its disasters, and gave such strength to the national arm in the rapid and staggering blows with which it compelled obedience.

We are at peace. The storm is past, and the blue sky is above. Disorganization has ceased, and reconstruction has begun. But the work of national regeneration, commenced by military power and constitutional law, will be completed by other instrumentalities. The true compacting and welding of the Union will be when discordant elements are harmonized; when bitter, burning hate is taken away; when a common purpose, a common hope, and a common pride move the country. But this will come in good time; and the public school, by elevating the masses, by locating itself in every hamlet in the land and making its power felt, will be one of the agencies in hastening it on. Every man will yet be brought to know that in union there is wealth, there is strength, there is happiness, there are personal rights and the broadest, freest liberty.

Henceforth, "led by a pillar of fire by night and by a cloud of light by day," with firmness in the right as God gives us to see the right, this nation will go forward in its masterly work, educating the universal people; teaching the world that freedom is the normal condition of man; and that well-knit frames, educated heads, and loyal hearts are a nation's best capital.

Respectfully submitted,

JOSEPH A. TOZIER,

*School Commissioner.*

CLARKSON, Dec. 30, 1865.

TWELFTH ANNUAL REPORT OF THE  
MONTGOMERY COUNTY.

AMSTERDAM, MONT. Co., Dec. 20, 1865.

Hon. V. M. RICE, *Superintendent of Public Instruction :*

In accordance with your request, I respectfully submit the following :

There are, within my jurisdiction, 120 school districts. During the past year, according to trustees' reports, 7,580 children have attended school some portion of time during the year ; and although there are not as many reported this year as last, I am quite certain that more have attended, and that the average attendance exceeds that of last year. I believe that the new law authorizing a portion of the public money to be apportioned according to the average attendance, will awaken an interest among the parents, and increase the attendance during the present school year. I have already seen some of its effects : in some localities, trustees have gone about the district, urging the inhabitants to send their children to school, and the results of their labors have been very gratifying indeed.

RATE-BILLS.—I am not prepared to say to what extent rate-bills affect the attendance : in some districts, I have no doubt that children are kept from school to avoid paying a rate-bill ; but generally they are paid cheerfully, if the money has been earned. There has been raised by rate-bill, during the past year, \$10,137.75.

SCHOOL HOUSES.—In many districts the school house is an object of interest, and it is made comfortable and attractive ; around it are playgrounds ornamented with shade trees, also convenient out-buildings. I find that children love to attend school when the place is made so inviting. If parents would expend more money in decorating the school-house and its surroundings, children would hear with joy the morning call to school, and the word *truant* would soon become obsolete. In some localities, little attention is paid to the school house : it stands, perhaps, in some rocky nook, or at the angle of the road ; no playground except the highway ; an old dilapidated building ventilated by crevices in the walls, through which the winds of winter make sad music for those who are striving to obtain knowledge under difficulties.

APPARATUS.—There is a blackboard in every school house : about one-half of the districts have terrestrial globes ; nearly all, Webster's Unabridged Dictionary, and two-thirds, maps of some kind. We would have much more apparatus if there was a convenient place in each school house in which to keep it : for want of this, maps become defaced, so that they are of little use to the schools ; globes are broken, and can not be used ; and, in too many instances when places are provided, the condition of the apparatus indicates that there has been gross neglect on the part of the teacher. When teachers are made to feel that they are responsible to the district for the safe keeping of the apparatus, we shall have more in our schools ; for the inhabitants are generally wil-

ling to purchase anything that will be of utility to the school, if they know it will be preserved.

**TEXT-BOOKS.**—The multiplicity of text-books is a great evil. In many districts, a proper classification is impossible; and much of the teacher's time is wasted, or nearly so, in hearing classes recite upon the same subjects in different text-books. In one school, the teacher had twenty-five scholars and twenty-seven different recitations during the day, one-half of them caused by the diversity of books in use in the school. Some one should be authorized to correct this evil. I will not indulge in suggestions in regard to it.

**STUDIES.**—Besides the ordinary English branches, drawing, algebra and book-keeping are taught in many of the schools. Pupils generally commence attending school when they are about five years of age, and few attend after they are eighteen.

**TEACHERS.**—About one-fourth follow teaching as a permanent employment; the others teach during some part of the year, and few are found two successive terms in the same districts. Most of the teachers have read some work upon the Theory and Practice of Teaching, and a few take the N. Y. Teacher or some other educational journal.

Nearly two-thirds of the teachers in this county are females. Males receive from \$30 to \$70 a month, exclusive of board; females, from \$2.50 to \$4 a week and board. It is a burning shame that female teachers are required to perform so much labor, and receive such a meager compensation. Young and inexperienced boys frequently receive more for learning how to teach, than faithful, energetic females get for doing a work which would be an honor to any teacher.

About one-half of the teachers attend the Institute: the others are seldom seen there, and when spoken to upon the subject, say they "can't afford to attend." A few of the latter class are now enjoying a *vacation*, and it is to be hoped a perpetual one, or until their sluggish powers have become animated by drinking largely at the "Fountain of Knowledge." There are some, a noble band, who are always at the institute, laboring hard to infuse life into the cold dull forms of those who manifest little interest in educational gatherings. Examinations are both oral and written. Teachers are better qualified to teach arithmetic than any of the other branches: most deficient in grammar and writing. Only one Normal School graduate has taught in this county the past year. I have granted but few first grade certificates.

**DISTRICT LIBRARIES.**—Little attention is paid to the district libraries, and as a consequence they are in a sad condition: they usually stand upon a shelf in the corner of the school room, the cases marred, the books that are in them mutilated; while many of the best books are scattered among the inhabitants of the district, and some have been carried away by those who do not hesitate to appropriate public property to increase their own individual stores.

**TEACHERS' INSTITUTE.**—The Institute was in session ten days. The

first week was held at Fort Plain; the second at Amsterdam. The exercises were conducted by teachers of the county, who had been selected for that purpose; their names and places of residence are as follows: Mr. T. E. Burdick, Fort Plain; Mr. Harvey P. Cornish, Fonda; Mr. D. S. Ackerman, Fultonville; Mr. Buckingham, St. Johnsville; Mr. A. I. Miller, Fultonville; and Mr. G. T. Bradshaw, Canajoharie. Instruction was given in the branches usually taught in our schools.

The lecturers were Rev. J. E. King, LL. D., Fort Edward: Subject, "Men and Manners." Rev. B. Van Zandt, Canajoharie, two lectures: Subjects, 1st lecture, "Air;" 2d, "Education." Rev. Dr. Hawley Albany: Subject, "General Education." Hon. Emerson W. Keyes, Albany: Subject, "The Educational Problem." Hon. V. M. Rice: Subject, "Duties of the Teachers." Miss H. D. L. Potter gave the Institute some excellent instruction in elocution, which will be long remembered, and occupied a portion of an evening in "select reading" to an audience whose appreciation of talent was manifested by frequent outbursts of applause. Two evenings were devoted to discussion, in which not only the members of the Institute participated, but several of the citizens; the subjects of discussion being such as were of interest to teachers and parents. If more evenings were devoted to discussion, and not so many to lectures, institutes would be far more beneficial. I regret to say that many of the teachers who should have attended, were not present: those who did attend were well pleased, and left feeling that their time and money had been well invested. I think the law should require those that are teachers to attend the Institute; and the expense of attending, or at least a part, should be paid by the county.

**DETAILS OF LABOR.**—During the past year, in attending to school matters, I have traveled 3,500 miles; made 248 visits, usually staying a half day each visit; attended several special school meetings; altered the boundaries of one school district; examined 180 teachers, licensed 162; written 300 letters; delivered to town clerks all documents sent to me by the Department for that purpose, and endeavored to perform all other duties pertaining to the office: indeed, I have not "limited them by the strict provisions of legislative enactments."

In conclusion, I have the pleasure of reporting that a much larger sum (\$29,107.52) has been paid to teachers the past year, than in a previous year; that there is a growing sentiment among the people to employ none but well qualified teachers, and that several districts are preparing to build new school houses during the present school year.

T. S. IRELAND,

*School Commissioner*

## CITY OF NEW YORK.

CITY SUPERINTENDENT'S OFFICE, }  
NEW YORK, December 27, 1865. }

To the Hon. V. M. RICE, *Superintendent of Public Instruction* :

In the discharge of the duty imposed upon me by law, and the requisitions of the Department over which you have the honor to preside, I avail myself of the occasion to mingle my congratulations with those of our fellow citizens generally, on the successful termination of the desolating war which during the past four years has swept over our nation, and on the happy restoration of tranquility and peace throughout the land, although at no period of the civil strife now so happily ended, have the interests of our public schools suffered any appreciable injury so far as their organization, support and systematic operations were concerned. The shock of contending hosts, the gathering of mighty armies, the incessant excitement of the public mind, and the deep and pervading interest in the progress and results of the great conflict, were no less powerfully felt in these institutions than in every other department of society. The closing scenes of this terrible warfare; the magnificent victory achieved by the nation over those who had defied its power and authority; the tragical death of the Chief Magistrate; the universal grief and sympathy which pervaded the land, and the rapid succession of great events treading closely upon each other, and culminating in the complete vindication of the sovereignty of the nation; these memorable incidents passing around and before them like a grand historical panorama, could scarcely fail of impressing themselves permanently upon the minds and hearts as well of pupils as teachers.

Looking back upon the events of the last five years, and forward to the complete adjustment of the great principles involved in the result, and to the consequences which may naturally be expected to flow from the settlement of the various disturbing questions agitated during the past half century, how forcibly should we be impressed with the importance and indispensable necessity of a thorough mental and moral culture of the youth of our land—not only of those now in our public and private schools of every description, who in a few short years, are, by their votes, to determine the direction, and by their abilities and influence, the administration of public affairs; who are to dispense justice as jurymen and magistrates, guide its determination as witnesses, and execute its behests as officers, and to fill the various responsible posts required in the complicated machinery of government; but those who, excluded by their sex from these duties and responsibilities, are nevertheless destined to exert a powerful influence upon their direction and success. And not alone of these, but of the thousands and tens of thousands, who now exposed in our midst, without mental or moral culture, to all the temptations to vice and crime, and to all the perils of poverty and suffering, will, in the absence of such timely culture, assuredly within no very long period, effectually paralyze the exertions of the wise and good, and fatally blast the fairest prospects of society and government.

This is the great work confided to our charge, and to the utmost extent of the means and influences placed at our disposal, or in any way attainable by our exertions, are we solemnly responsible for its faithful performance.

But this is not all. The sole object of all governments is to enable every individual under its protection, quietly and peacefully to pursue whatever avocation he may select, in the full and undisturbed enjoyment of personal security and equal rights, with every other member of society. Thus protected by the strong arm of the law, it is incumbent upon him while securing and promoting his own individual interest, to aid to the extent of his power, in the development and expansion of the resources, mental, moral and national, of the community to which he belongs. And to enable him to do this in the most efficient manner, he must be thoroughly instructed in all branches of science which pertain to the material interests and the moral well being of society and government. The more completely he has mastered the fundamental principles and practical applications of these various sciences—mathematical, mechanical, chemical, mineral, agricultural, commercial, political and literary—the greater will be his power to contribute to the advancement of the common welfare, and the augmentation of the common stock of science. The greater the diffusion of scientific and practical knowledge, accompanied with moral worth, the more extended and more general will be the elevation and improvement, the prosperity and happiness of all classes. The greater the command obtainable through the resources of science and the skill of art, over the innumerable powerful but hidden agencies of nature, the more of leisure will be secured from the drudgery of labor for the enjoyment of all, and for the further increase of knowledge, power and wealth among all.

These are the duties and obligations specially incumbent upon the administration of our public school system; and upon the efficiency and fidelity of their discharge, will depend the highest interests of our future civilization.

The common school system of the city of New York is unrivaled in its extent, in its operations, and in its means. It proffers free instruction from the elementary principles of knowledge through the highest branches of a collegiate course, to every child residing in the city, between the ages of four and twenty-one, who can obtain admission into its two hundred spacious schools. It furnishes books, stationery and apparatus of every description, without charge to parent or pupil. It expends nearly two and a half millions of dollars annually, in the support of the various schools under its charge, in the purchase of sites and the erection of buildings, and in the supervision and management of the details of the system. It has in its employ over two thousand five hundred teachers, to whom is annually paid an aggregate sum of about \$1,300,000; and in its schools, during the year, are more than two hundred thousand children, with an average daily attendance of about half that number. It has invested in the purchase of sites, and the erection of school buildings, upwards of two million three hundred

thousand dollars ; and it keeps in operation during four months of each year, forty-eight evening schools for the instruction of those whose avocations prevent their attendance on the day school. It is annually adding to its accommodations for instruction, to the extent of the means placed at its disposal. Its course of instruction is thorough, and, as far as possible, practical. It recognizes no distinctions of wealth, station or religion ; but dispenses its advantages equally to all of every class. Its discipline is mild and parental, but firm and impartial ; and the scholarship of its pupils is equal, in all respects, in the various branches included within its course, to that of any public or private institution in the land. If, by any possibility, it could be so extended as to embrace within its jurisdiction every private and corporate school within the city, every scholastic advantage now attainable in these institutions would be amply secured, at no other expense than the increased percentage of taxation rendered necessary by the increased expenditure, upon all the taxable property of the city. As it is, that portion of our citizens who educate their children in private and corporate schools not within the jurisdiction of the Board, are contributing their share of the expenses of the public schools, and paying an extra sum in addition for private tuition, of no higher quality, to say the least, than might be obtained in the former.

While, however, parents and guardians should be left entirely free to place their children and wards under such tuition as they may respectively prefer, it seems the imperative duty of the community, in its corporate capacity, in the interest of its own safety, and for the security of its own immunity from danger, to provide for and *insist upon* the instruction and education of all those who, from whatever circumstances of poverty, destitution, ignorance or vice, are wholly or chiefly debarred from receiving any instruction whatever. From these neglected children, roaming our streets from morning to midnight, without apparent occupation or any visible means of support, are mustered, in due time, the hardened ranks of the "dangerous classes," at all times hovering round the highways and by-ways of the metropolis, adepts in every species of villainy and crime, and requiring an annual expenditure for the protection of the community against their aggressions, and for their arrest, trial, conviction and punishment, of more than ten times the amount which it would cost in affording them all the requisite facilities for a good education, and compelling them to avail themselves of these facilities. In the one case, however, the expenditure when made, is wholly unproductive—just so much capital wholly withdrawn from the pockets of the tax-payers—inasmuch as while they are protected temporarily from the lawless incursions of the detected criminals, they are still equally, and at all times, exposed to the ravages of countless others thronging forward to fill the broken ranks. In the other, the expenditure is continually reproductive ; coming back to the community in the

shape of orderly, intelligent, industrious, productive workers; adding to its wealth, and cutting off the supply from the ranks of its invaders.

**CONDITION OF THE SCHOOLS.**—The aggregate number of pupils who have been taught during the year ending on the 30th of September last, in the several schools under the charge of the Board, including the Grammar Primary, Colored, Evening, Normal and Corporate Schools and Fre Academy, was 216,955; being an increase of 12,474 over the number reported during the preceding year.

The actual average daily attendance during the period the schools were respectively kept open, was 91,002, exclusive of that of the Fre Academy, estimated at 500; showing an increase of 5,235 over the corresponding attendance of the preceding year.

The whole number taught during the year, reported in the several Grammar and Primary, including the Colored Schools, was 178,105; being an increase of 4,385 over the preceding year. The average attendance during the same period was 74,106, or 2,697 over the preceding year.

The number under instruction during the year, reported in the several Corporate Schools participating in the distribution of the funds of the Board, was 13,440, with an average attendance of 5,183; showing an increase over the preceding year of 1,597 pupils, and of 709 in average attendance.

**GRAMMAR SCHOOLS.**—There are, exclusive of the Colored Schools, Grammar Schools for boys and 47 for girls; the former having had under instruction, during the year reported, an aggregate number of 28,905; with an average daily attendance of 13,718; and the latter, an aggregate number of 26,047, with an average attendance of 11,979; making in both 54,952 pupils during the year, with an average attendance 25,697. The increase in the whole number taught in these departments during the year, was 2,215, and in the average attendance, 1,022.

**PRIMARY DEPARTMENTS AND SCHOOLS.**—In the several primary departments of the Grammar Schools above enumerated, there have been under instruction during the year reported, 82,903 pupils; and in the several Primary Schools, unconnected with the Grammar Schools, 38,141; making an aggregate of 121,044, and showing an increase of 5,215 over the preceding year. The average attendance in both classes of these schools was 47,617, or an increase of 1,685.

**COLORED SCHOOLS.**—The whole number of pupils attending these schools during the year reported, was 2,074; being 161 less than the attendance of the preceding year. The average attendance was 792, or an increase of 23 over last year. The scholarship of this class of schools has very considerably deteriorated during the past year; forty per cent. only of the whole number of classes having passed a satisfactory examination. There are six schools in operation in different portions of the city; largest of which (No. 2, in Laurens street), has an average attendance of 122 in the Grammar and 127 in the Primary department; No. 1, of



## SUPERINTENDENT OF PUBLIC INSTRUCTION.

in all ; No. 4, of 13 ; No. 6, of 116 ; No. 7, of 131, and Primary Nos. 2 and 3, of 41 pupils. No. 5, in the Fifth ward, with an average attendance of 65 during the past year, has already been discontinued ; and a still further consolidation, with a judicious selection and assignment of teachers, would, in my judgment, prove beneficial. The Normal School for colored teachers, under the charge of Mr. Reason, is exerting a good influence in this direction.

• **EVENING SCHOOLS.**—There were 48 Evening schools in operation during a period of eighteen weeks from the first Monday in October, 1864, terminating early in February last ; of which 24 were for the instruction of males, 22 for females, and two for colored pupils of both sexes. The whole number of male pupils in attendance during the term was 17,007, with an average attendance of 7,079 ; and the aggregate number of female pupils was 7,049, with an average attendance of 4,408 ; making a total of 24,056 on register, and an average attendance 11,407.

**EXAMINATIONS.**—The annual examinations of the several Grammar and Primary Schools, for the year ending on the 31st of July last, were commenced on the 1st day of November, and concluded about the middle of July, embracing a period of eight and a half months, the Superintendent and three Assistants having been constantly engaged in the work each school day, with the exception of one in each week, devoted to the examination of teachers, by Assistant Superintendent Kiddle and myself. Ninety-six Grammar Schools, with 755 classes, comprising an aggregate of 22,000 pupils, and 90 Primary Departments and Primary Schools, with about 900 classes and 40,000 pupils, were embraced in this course of examination, making an aggregate of 186 schools, with 1,655 classes and 62,000 pupils, exclusive of the ten Corporate Schools, which were subsequently visited and examined.

In the 48 Grammar Schools for boys (exclusive of the Colored Schools), of 375 classes, comprising 11,174 pupils, 130 classes (or nearly 35 per cent.,) passed an excellent, 111 a good, 85 a fair, and 51 a poor examination.

In the 45 Grammar Schools for girls, of 366 classes, comprising 10,589 pupils, 211 classes (or nearly 60 per cent.,) passed an excellent, 97 a good, 37 a fair, and 21 a poor examination.

In the 87 Primary Departments and Schools, of 887 classes, comprising 40,000 pupils, 507 classes (or 57 per cent.,) passed an excellent, 279 a good, 88 a fair, and 13 only a poor examination.

In the six Colored Schools of every grade, of 40 classes, comprising 660 pupils, three classes only passed an excellent, 13 a good, 15 a fair, and nine a poor examination. This class of schools has been gradually but steadily retrograding in scholarship for several years past, mainly from irregularity of attendance of the pupils, and absence of interest on the part of parents.

RECAPITULATION.—Whole No. of schools examined,				186
"	"	pupils	"	62,414
"	"	classes	"	1,668
"	"	excellent classes,		851 or 51 per cent.
"	"	good	"	500 or 30 "
"	"	fair	"	223 or 13 "
"	"	poor	"	94 or 6 "

The per centage of excellent classes in the year preceding (1864) was 52; of good classes, 33; fair 12, and poor 3; and that of 1863, as far as ascertained, varied but slightly from a similar result. Of the whole number of classes examined, therefore, it will be seen that *eighty* per cent. have, for a series of years, passed either an *excellent* or a *good* examination; while only about twenty per cent. have fallen below the standard of scholarship, which was reasonably to be expected.

STATISTICAL REPORTS.—For the detailed statistical information required by the Department of Public Instruction, I have the honor to refer you to the Official Report heretofore forwarded by me, in compliance with your instructions and the requisitions of law.

Very respectfully, your obedient servant,

S. S. RANDALL,

*City Superintendent.*

#### NIAGARA COUNTY—FIRST DISTRICT.

Hon. V. M. RICE :

Sir—In compliance with a requirement of the Department, I respectfully submit the following Report of the First District Niagara county:

The number of persons of school age is 8,469, being 196 less than reported last year. 5,857 attended school, and 2,612 did not attend school during the last year. The average daily attendance was 2,335. The new basis of apportionment of public money, will doubtless increase the average attendance. There is no evil permitted by the patrons more pernicious to the advancement of a school, or more disheartening to a teacher thoroughly imbued with the spirit of his calling, than the practice of irregular attendance. This great hindrance to the success of schools, is much more prevalent in the country than in the village or city. It is strange that parent and guardians do not appreciate the importance to their children of constant and punctual attendance at school.

Another hindrance to the elevation of our schools to the position they ought to occupy, is the common practice of sending many pupils away to higher schools, which are no better for a large portion of them, than were such scholars retained at home, their own school could be made, by the increased interest of their parents in the school, and the consequent demand for teachers of a higher grade.

SCHOOL HOUSES.—No changes have been made in school houses this past year. There are sixty-six in all, estimated at the value of \$63,234. Their furniture and apparatus remain about the same. Blackboards are

found in all, and to the credit of the teachers, are generally made good use of. But few school houses are furnished with a clock. This necessary appendage to civilized life ought to have a place in every school room. Besides indicating the time and length of exercises, the going out and coming in of the school, it would lead children into the habit of noting the passage of time, and of present preparation for what will be required of them in the future.

**ACADEMIES.**—The Senior department of the Lockport Union School, under the immediate charge of B. M. Reynolds, Principal of the institution, furnishes a thorough academical course of study. A two story brick building was erected at Gasport, a few years ago, for the purposes of an academy. But little success has attended the enterprise. For a little more than a year past, a school in the building has been kept by Mr. and Mrs. O. E. Ripley, numbering from fifteen to forty scholars.

**PRIVATE AND FREE SCHOOLS.**—Eleven private schools, against seventeen of last year, are reported having an aggregate attendance of 769 pupils. There are eight free schools, all within the limits of the Union Free School district of Lockport. Steps are being taken under the Free School Act, by the inhabitants of Tonawanda, to establish a free school in their village.

**LIBRARIES.**—Fifty libraries are reported, numbering 8,548 volumes, valued at \$6,194. The district library's day of usefulness may be past, as some affirm, yet we ought to consider that in all there are doubtless some valuable books, while the greater portion of them may be worthless, and were each of these libraries made up, and could they receive additions from time to time, of standard works in history, biography, literature and science, every neighborhood in our State would possess a fund for its inheritance, to which the young and middle aged, all seeking knowledge, might turn and receive instruction.

**TRUSTEES.**—Twenty-three districts have one, and thirty-three have three trustees. In a district having previously one trustee, three were elected at the last annual meeting.

**RATE-BILLS.**—Rate-bills were collected in fifty-two districts. Of the four districts where no rate-bills were collected, the inhabitants of two are mostly, and two exclusively German. Being thickly settled, they receive a large share of public money. Parochial or Church schools in their own language are maintained, consequently the common schools in these districts have but few of the scholars in attendance. No serious complaint of the rate-bill system has come to my knowledge. The amount raised by rate-bills is \$7,231.88. The whole amount of money received from all sources during the year, and expended for school purposes, is \$32,429.63.

**TEACHERS.**—One hundred and thirty-nine teachers have been employed during the past year; twenty-nine males, and one hundred and ten females. About sixty make teaching a permanent business, twenty-eight of whom are engaged in the city of Lockport; one hundred and twenty-nine were licensed by local officers, three have Normal School, and seven State certificates.

More than ordinary effort was made by trustees last fall, to secure the better and more experienced teachers for the present winter's schools. As a general thing, much better wages are being paid. If this is any evidence of a just appreciation of their services, teachers should receive it as an encouragement to toil on in their efforts to excel.

**TEXT-BOOKS.**—The following is a list of text-books and authors found in the several schools: Readers—Sanders, Parker & Watson, Town, Potter's Rhetorical. Spellers—Sanders, Town, Parker & Watson. Arithmetics—Robinson, Lawrence, Thomson, Emerson, Greenleaf, Davies, Adams Colburn. Grammar—Brown, Tower, Clark, Bullions. Geographies—McNally, Monteith, Mitchell, Warren, Tuthill. Algebras—Davies, Tower, Robinson. Philosophy—Parker. Analysis—Wright, Sanders, Town. Physical Geography—Robinson, Fitch. Each of the foregoing books is not used in every school, but in each school there is a fair uniformity, except in arithmetic, of which in some schools several authors are found. From this multiplicity, there is reason to believe that the duty of school officers in reference to text-books, is not sufficiently imperative to secure to schools the uniformity that their true interest requires.

**TEACHERS' INSTITUTE.**—The Institute for Niagara county was held in Lockport, commencing October 2, and continuing twelve days. By unanimous request, Mr. Stockwell, Commissioner of the Second District, presided during the session. The teachers in charge were J. W. Barker, of Buffalo, B. M. Reynolds, Principal of Lockport Union School, and Prof. A. Evans, recently of Nunda Literary Institute, assisted by a number of the teachers in attendance, called out from time to time by the presiding officer. Dr. Lambert gave two short lectures, explaining, in connection with the exhibition of a manikin, the various organs and functions of the human system represented by that curious specimen of human skill. It would have been both gratifying and instructive to all present, could the Doctor have remained with us longer, but other engagements made it necessary for him to depart.

A pleasing and instructing episode to the Institute was presented in an exercise in written arithmetic, by Miss Cross, of the Lockport Union School, with her class, exemplifying her method of instruction. She presented a class in mental arithmetic before the Institute last year, which in skill and rapid mental operation, could scarcely be equaled. One who had never witnessed an exercise in her recitation room, would have supposed that these classes had been especially drilled for the occasion.

Lectures were delivered by the Rev. Dr. Matson, subject, "Claims of our Country upon the Educators of Youth;" by Rev. Dr. Wisner, subject, "The Bible as a Text Book in Schools," and by the Rev. S. R. Griffith, subject, "Devotion the Pledge of Success." The lectures were all very instructive and well received. There were 168 teachers present, a large portion of whom were regular in attendance.

**COMMISSIONER.**—When schools are in session, visit schools usually five days in the week until all are visited. Saturdays attend to the examination

of teachers. To the best of my ability labor to discharge the duties of the office ; am conscious of many shortcomings, and trust that past experience may enable me the more faithfully to serve the great interest committed to my care.

Most respectfully,

J. F. H. MILLER,

*Commissioner First District Niagara County.*

LOCKPORT, December 28, 1865.

### NIAGARA COUNTY—SECOND DISTRICT.

Hon. V. M. RICE, *Superintendent of Public Instruction :*

Dear Sir—The Second Assembly District of Niagara county contains 108 school districts, all of which have supported a school the time required by law to entitle them to share in the public money, excepting Nos. 3 and 4 in the town of Somerset, where there has been no school during the year ; and No. 12 in the town of Hartland, where the school house was burned down about the first of January last ; in consequence of which, the district has failed to have a school the time required by law to entitle them to share in the public money ; but the district, with a spirit of commendable liberality, in the shortest time consistent with economy, built a good substantial house at a cost of \$1,200 ; and I trust you will consider the case in the most favorable light, consistent with the rules of your Department.

The number of children of school age residing in this district at the close of the school year, as reported by the trustees, is 9,066 ; of which number, 7,009 attended a district school some portion of the year, leaving 2,057 who did not attend a district school ; but many have attended other schools.

The number of teachers employed in this district during the year, is 242 ; of this number, 53 are males, and 189 are females ; 239 have been licensed by local authorities, and three have State certificates. About one-half make teaching a permanent business ; the remainder teach during the winter only.

FINANCIAL.—The whole amount received for school purposes during the year ending September 30, 1865, was \$38,553.73 ; being \$5,530.73 more than was received the preceding year. Of this amount, \$3,468.34 was remaining on hand September 30, 1864 ; \$10,136.29 was derived from public sources ; \$14,535.37 from taxation ; \$7,897.91 from rate-bills ; and \$2,515.82 from other sources. The sum of \$23,140.75 was paid for teachers' wages, which is \$4,289.61 more than was paid for this purpose last year. The sum of \$285.70 was paid for library purposes ; \$3,654.66 for school houses, sites and repairs ; \$4,772.02 for incidental expenses ; \$4.62 was forfeited in the hands of the Supervisors on the first Tuesday of March, 1865, leaving a balance on hand of \$6,695.98.

TEACHERS' INSTITUTE.—The Institute for our county was held at Lockport, commencing on the 2d day of October, under the supervision of

the Commissioners. Several able and experienced educators were present, and took part in conducting the exercises. Prof. B. M. Reynolds, of the Lockport Union School, took charge of the exercises in grammar during the entire session of the Institute, and conducted them in a manner which reflects much credit upon himself as a teacher and a gentleman; and I feel warranted in saying that our teachers have never received more useful instruction in this branch, during any former Institute. Prof. A. B. Evans was with us most of the time during the session, and took an important part in conducting the exercises to the entire satisfaction of all who listened to him, and much was the valuable instruction which he imparted to our teachers. Prof. J. W. Barker, of Buffalo, was present; conducted exercises, and lectured with his accustomed ability. Several very interesting and profitable lectures were delivered.

UNION FREE SCHOOLS.—Since I received your Circular of December 5, I have gathered all the information I could in regard to these schools. There are three in my district, all situated in the town of Niagara.

District No. 2, at Niagara Falls, has six departments and six members in the Board of Education; James F. Frost, Secretary, P. O. address Niagara Falls, N. Y.

District No. 7, at Suspension Bridge, has five departments and five members in the Board of Education; D. H. Thomas, Secretary, P. O. address Suspension Bridge, N. Y.

District No. 1, town of Niagara, has but one department and three members in the Board of Education. Jacob S. Leil and Jacob J. Vogt are two of the board; P. O. address, Suspension Bridge, N. Y.

I think the boundaries of the first two districts coincide with the boundaries of the villages in which they are situated, but I am not certain. Since receiving your Circular, I have written to all of said districts, asking them to furnish the desired information; but one has replied; if, however, they should furnish the information, I will forward it to you without delay.

Yours respectfully,

R. STOCKWELL,

*School Commissioner.*

WILSON, Dec. 30, 1865.

#### ONEIDA COUNTY—FIRST DISTRICT.

To Hon. V. M. RICE, *Superintendent of Public Instruction*:

The undersigned, School Commissioner of the First District of Oneida county, respectfully submits the following Report:

COMMON SCHOOLS.—The number of children of school age, residing in the district, as reported by trustees, is 4,383; of whom, 3,022 have attended school some portion of the time during the year.

RATE-BILLS.—In some localities, the attendance is diminished in consequence of rate-bills; but, generally, people are becoming more in favor of them.

SCHOOL HOUSES.—It affords me pleasure to report progress in the matter

of school houses. Many old time-worn structures are being repaired, and removed from the public highway to more pleasant locations, affording ample play-grounds. In too many districts, however, the same old relics of antiquity remain, carefully patched and preserved by the parsimonious few, probably out of respect to the memory of their forefathers.

The school rooms are warmed by stoves, and generally ventilated by lowering windows. The furniture is generally deficient. Some are well supplied with outline maps, charts, globes, &c.

**TEXT-BOOKS.**—Text-books most in use are Sanders', Parker and Watson's Readers; Robinson's Mathematical Works, Monteith and McNally's Geography, and Brown's and Bullions' Grammars.

**STUDIES.**—The common English branches are the studies most generally pursued. Higher mathematics and philosophy are taught in some schools.

**TIME OF ATTENDANCE.**—Pupils begin their attendance at about five years of age, and end between the ages of sixteen and twenty. The time of attendance is about five months in a year. The general progress of the schools is encouraging. Their most urgent wants are well qualified, energetic teachers; more uniformity in text-books; more interest on the part of patrons; and School Commissioners who will act conscientiously, entirely independent of personal sympathy and friendly entreaties, and only for the public good.

**TEACHERS.**—Three-fourths of the teachers in my district are females. About one-third follow teaching as an employment, and devote from three to five years to the occupation. Female teachers receive usually from two to five dollars per week, and board; male teachers, from twenty to fifty dollars per month, exclusive of board.

To ascertain the qualifications of teachers, I subject them to rigid examinations by means of oral and written exercises on the branches usually taught in our common schools. They are best qualified in mathematics, and most deficient in orthography and reading. A majority of the teachers have read some work treating on the Theory and Practice of Teaching. Most of the certificates granted are of the second grade; very few of the first. Third grade certificates are usually given to inexperienced teachers. There are no Normal graduates or under-graduates teaching in this district.

**ACADEMIES.**—In this district there is but one academic institution, Whitestown Seminary, registering five hundred and sixty-four students, under the charge of that able and energetic Professor, James S. Gardner. The average attendance is two hundred and fifty; average age eighteen. There are eleven teachers employed, with salaries ranging from three hundred to one thousand dollars per annum.

This Seminary has one of the most pleasant locations in the State, being located in the valley of the Mohawk, on the line of the Central Railroad, and only three miles from the city of Utica, which is accessible every hour of the day by means of a street railroad.

This Seminary occupies four buildings. The Gentlemen's and Ladies'

buildings have been made entirely new inside, and each enlarged by a wing fifty feet long and three stories high. There has been a spacious brick edifice erected the past year, containing a Hall sufficiently commodious for lectures and anniversary exercises; a Laboratory for the chemical, philosophical, and agricultural departments; Society, Lyceum, and Library rooms; Counting rooms for the commercial department; music, drawing, painting, and all other needed recitation rooms. The Teachers' Class, under the supervision of the Regents of the University, is flourishing, and reflects much credit on the institution.

**PRIVATE SCHOOLS.**—There are twelve private schools in this district, the number of pupils not all reported; Parochial schools, none; Schools for colored children, none; Union free schools, none.

**LIBRARIES.**—School district libraries generally are in very poor condition, and not much appreciated; there are, however, some honorable exceptions. The district library at New York Mills contains six hundred and thirty volumes; a fine selection of books well cared for, and highly appreciated by the inhabitants of the district. Every family, with few exceptions, have a private library, and are supplied with newspapers, periodicals or magazines.

**TRUSTEES.**—A small majority of districts in my jurisdiction have three trustees; nevertheless it is generally conceded that if the right man could be obtained, one is better than three.

**INSTITUTE.**—The Teachers' Institute for the county of Oneida commenced its session at the Court house in the village of Rome on the 18th day of September last, and continued in session two weeks. The Commissioners employed the Rev. Mr. Moses, of Yates county, an able educator, to assist in the exercises. The course of instruction was eminently practical, being on all subjects taught in our common schools. In addition to this, the principles of order, government and physical education, were earnestly discussed. The evenings were devoted to lectures and discussion. The Hon. V. M. Rice was present a number of days, and, by his practical remarks, stirred up the minds of the teachers to renewed activity and zeal in their calling.

**SCHOOL COMMISSIONERS.**—*Detail of labor performed in discharge of duties:* My labor consists in examining and granting licenses to teachers; visiting schools five days in a week during the months of December, January and February; Saturdays at home, answering letters, &c. Spring, in repeating the labors of autumn, in examining teachers in the several towns; in apportioning school moneys, altering school districts, and settling consequent difficulties; visiting schools again during the months of May, June and July. Autumn, preparing for and holding Institute, collecting school reports, making abstract therefrom, &c.; thus devoting my time to the discharge of the duties of the office.

Respectfully submitted,

HARVEY E. WILCOX,

FLOYD, Nov. 25, 1865.

School Commissioner.



## ONEIDA COUNTY—SECOND DISTRICT.

Hon. V. M. Rice, *Superintendent of Public Instruction* :

In compliance with your request the following Report is respectfully submitted:

Number of towns in this Commissioner district .....	8
school districts.....	101
children of school age.....	6,791
children enrolled in school.....	5,301
Average daily attendance.....	2,298
Per cent. of attendance on enrollment.....	43
Number of teachers employed during the year .....	196
Of whom there were females.....	153
Average number of pupils to a teacher.....	34
Average number of weeks of school during year.....	30
Amount paid for teachers' wages.....	\$15,005 50
Average wages per week .....	4 93
Total expenses of schools during the year, including the building of two school houses .....	20,112 84
Which is for each child enrolled, per year .....	3 78
Amount received from the State.....	8,140 00
Which is for each child enrolled.....	1 53

This leaves an average expense of \$2.25 per year to be paid by the parents for each child attending school. So cheap a tuition as this ought to close the mouth of every miserly grumbler against the cost of our common schools.

**DISTRICTS.**—The districts are very equally divided as to territory, and though alterations are sometimes solicited, they are not made unless the facts show that such change would promote the general welfare of all the schools concerned, and favor the attendance of children at all seasons of the year. The school house in District No. 10, Kirkland, was burned last winter. The inhabitants have, at two meetings, voted not to raise a tax to build another house. Another meeting is to be called, at which, if they vote in the same manner, the district must be dissolved and parceled among its neighbors. District No. 5, Westmoreland, has had no school during the year; cause—its inhabitants refuse to repair the house.

Union School No. 1, Vernon, organized in 1864, under special act, is the only free school in this district.

**PRIVATE SCHOOLS.**—The number reported is 15, with an attendance of 500 pupils. The most important of these are the Clinton Liberal Institute, embracing two distinct departments, male and female; the Houghton Seminary, for ladies; the Holbrook Seminary, for boys, all located at Clinton. There are smaller academies located at Sauquoit, in Paris; at Waterville, in Sangerfield; at Deansville, in Marshall; at Augusta, and at Vernon, in each of which a school is in session most of the year.

**SCHOOL HOUSES.**—Several are fine, appropriate structures. Many are fair, some are passable, and several are nuisances, the most intolerable, yet tolerated by a wealthy class of citizens as good enough for their children to learn refinement in, while many a man would be ashamed to

have so shabby a hovel on his premises for a horse stable. The reason of this is that the corner stone of the old building is the *almighty dollar*.

**TRUSTEES.**—A large majority of the trustees seem to have the right spirit, and are zealous in their efforts to have good schools; yet there is still some ignorance as to the requirements of the new School Law. The pamphlet copies distributed have been lost or destroyed, simply because it was a pamphlet, and officers since elected of course know nothing of its provisions. A substantial book, containing the act, with forms adapted to its provisions, explanations, &c., is much needed.

A majority of the districts have three trustees. The trustees generally were more prompt this year than last in filing their reports within the proper time, but a few were very tardy.

**TOWN CLERKS.**—These officers have been prompt and diligent, and have the thanks of the Commissioner for their efficient services in procuring and sending to him the trustees' reports, and in the distribution of papers among the districts.

**RATE-BILLS**—Operate badly in some districts, by causing "cheap teachers" to be hired, whose inexperience and inefficiency will be spread out, "warranted and defended," over the required twenty-eight weeks, for the public money, "be the same more or less." Occasionally a poor family that should have been exempted, and sometimes one not so poor, will keep their children from school for fear of the rate-bill. Yet, as no system of schools can be perfect, these ills are perhaps less than what would arise under a free system sustained by a general tax.

**TEACHERS.**—In the villages and all the larger districts, there has been a growing demand for the best experienced teachers. By encouraging this demand, and discreetly advising those preparing for teachers, as well as ejected applicants, the Commissioner can do much towards raising the standard of qualifications. Of the 196 teachers reported, not more than one in ten intend to make teaching a profession. This fact is the great incurable drawback to constant and rapid improvement in our schools. It never will be otherwise, so long as women will marry, and young men desire to get rich. Hence, "learning to labor and to wait," we must prepare and educate a new crop of teachers every four years. The accompanying circular of suggestions, prepared for the purpose, has been put into the hands of every teacher licensed by me, or found teaching in this district. Most teachers have followed the advice, and though but a small thing, it has been productive of some uniformity in teaching, in order, and in the way of doing things:

To M. ....

If little things are all properly attended to, the whole will be well done. Therefore, the Commissioner confidently hopes, that the following suggestions upon points too frequently overlooked, will be carefully heeded by every Teacher in his District:

1. Be at your school room at least twenty minutes before 9 o'clock A. M.
2. Have the school room thoroughly swept every day.

3. See that every article of furniture is in its proper place, and (in winter), that the fire is replenished with fuel, before calling the school to order.

4. Have order commence at the threshold, the moment the bell has rung; pupils should be taught to enter, and to leave the room in a quiet, orderly manner.

5. Allow no eating, or chewing gum in school time; nor is it well to allow water to be passed round the room for pupils to drink, in school time.

6. It is not well to anticipate trouble, by announcing a code of "Regulations" in a common school. I would never do it.

7. Endeavor by precept and example, to inculcate a love of honor, truthfulness and self-respect, in the minds of all pupils.

8. If a pupil is dull, or negligent, never call him a "blockhead," or "stupid," nor use any language to *degrade* him; encouraging words and timely assistance are far better.

9. Many persons weaken their influence by *talking too much*,—therefore in government and discipline, use few words and they will have the greater force. Keep *pupils occupied* and they will be *easily governed*.

10. Greet your pupils pleasantly in the morning—wear a cheerful countenance through the day,—and never *appear angry*.

11. Have a *written order of daily class exercises posted in the room*, and follow it to the letter.

12. Be punctual in all things.

13. Give *short lessons* and require them to be *thoroughly learned*.

14. All, except the advanced class, should read their spelling lessons in the class, before spelling; and in spelling, each syllable should be separately pronounced; once spelling on a word is better than twice,—the first effort is a test of knowledge, the second is mere guesswork, and a waste of time.

15. In primary reading, endeavor to have the pupil learn the words at sight, rather than by spelling them out.

16. Do not advance your classes too rapidly through the Reading book. One "verse" is often sufficient for an entire class drill. Teach reading by *example* at every recitation.

17. The *common faults* in reading, are,

I. Reading too fast;

II. Speaking too low;

III. Indistinct articulation;

IV. Neglecting pauses.

Endeavor to guard against these faults at every reading exercise.

18. Drill each class upon *emphasis*.

19. Do not fail to have each reader thoroughly understand *the names and uses of all marks of punctuation*, and *rigidly observe* them in reading.

20. Concert exercises of five or ten minutes each, by the whole school, three or four times a week, may be made very profitable on such subjects as the "Sounds of the Letters," "Punctuation," "Multiplication Table," "Tables of Weights and Measures," &c. Such exercises are especially recommended in the Summer schools.

21. In Geography, Arithmetic and Grammar, endeavor to have the *subject* of the lesson understood by each pupil; the principles of science can never be well understood by committing to memory the pages of the book, and reciting the same like a parrot,—therefore teach the *subject* rather than the book.

22. In Geography, each pupil should practice map-drawing.

23. Lastly, after all the advice, the hints and the instructions you may receive upon the subject of teaching, **YOU MUST RELY UPON YOURSELF.**

The *order*, the *system*, the *ingenuity*, the *discretion*, the *tact*, the *patience*, the *perseverance*, the *energy*, the *ambition*, the *will to succeed*, must each, and all, be within, and form a part of the teacher's mind, and be developed as a part of his character by daily exercise, or he can never become a *truly successful educator*. That you may become such is the earnest wish of your friend,

C. T. POOLER.

P. S.—I expect that an examination of your school at the time of visitation, will show that you have respected each of the foregoing suggestions.

C. T. P.

EXAMINATIONS, are advertised and held in each town in April, at the Teachers' Institute in the fall, and at home every Saturday. The examinations are partly oral and partly written, from verbal and printed questions; both being necessary to a fair exhibition of the candidate's qualifications. The great general deficiency is in spelling, and in the elementary principles of the English language. It is unfashionable to attend to these subjects thoroughly in the academies; hence teachers, otherwise well qualified, are lamentably deficient in these. It would be well if the Regents would add spelling to the list of subjects on which they require academic students to be examined quarterly. It would work a miracle; for it certainly would cause the *resurrection of a dead subject*.

LICENSES.—During the last two years, I have granted about 250 licenses, nearly all of which are of the second and third grades. Thirty have been rejected. In one instance, where a third grade certificate was given, a second examination was required, and for good reasons the certificate was annulled.

MOST URGENT WANTS, are better qualified teachers; and a spirit of liberality and interest in schools, sufficient to hire and pay for the services of teachers so qualified.

APPARATUS.—About one-half of the schools have maps, or the rags of maps, on the walls of the room; a few have globes; most of them have Webster's dictionary, and all have blackboards.

LIBRARIES.—Excepting in a few large villages, the "District School Library" has gone by default. Universal judgment is pronounced against it. Scarcely a citizen will consent to keep it at his house. It has been found moulding at the foot of cellar stairs, or furnishing material for mouse nests in the garret. Some of its best volumes have played truant, strayed away to some sympathizing friend, lost their district card and number, and taken up a permanent residence in the parlor. The annual appropriation for school libraries seems to be a loss to the people, save when it is applied on teachers' wages.

TEACHERS' INSTITUTE.—Believing that one of the other Commissioners of this county, whose duty it was to attend to the statistics of our last Institute, will report them in full, I will only say that the session was very successful as to attendance and interest. Much was due to the able and efficient manner in which Prof. Moses, of Yates county, conducted the exercises of the entire session. Our teachers were fortunate, too, in having the benefit of class drills, exercises and instructions by that eminent reader

d elocutionist, Miss H. L. D. Potter. The interest and profitableness of the session was increased during the last week by several lectures from the Hon. V. M. Rice, State Superintendent of Public Instruction.

Our best teachers are those who have become such by regularly attending the Institutes; taking notes, carrying the instructions there received into their schools, and practically proving the beneficial influence of these annual conventions upon our common schools. It is a matter of regret that all teachers do not attend them.

**DETAILS OF LABOR.**—My time is all devoted to the duties of the office, in the following order: Making the appropriations in March; meeting the teachers for examination in the several towns in April; visiting schools till the close of the summer term; preparing for and holding Institutes in the fall; making abstract returns of trustees' reports to the Department; visiting schools all winter; besides answering letters, attending to calls and inquiries, alterations of districts, distributing papers, &c., as occasion requires throughout the year.

Respectfully, your obedient servant,

CHAS. T. POOLER,

*School Commissioner.*

#### ONEIDA COUNTY—FOURTH DISTRICT.

Hon. V. M. RICE, *Superintendent of Public Instruction:*

Dear Sir—In compliance with the requirements from your office, the undersigned School Commissioner for the 4th District of Oneida county, consisting of the towns of Annsville, Ava, Boonville, Lee, Remsen, Steuben, Trenton and Western, submits the following Report:

At present there are 132 school houses within this district; and during the past year, one hundred and forty-one teachers have been employed for 28 weeks, thus entitling the district to 141 district quotas. The number of children, as reported by the trustees, of school age, is 7,250; of whom, 5,460 have attended the district schools; and from the Teachers' registers, I find they have all attended school 390,111 days, averaging 73.262 days nearly. The scarcity of labor during the past year has affected the attendance materially. Parents were obliged to retain from school such of their children as could perform manual labor, as hired help could not be obtained.

Rate-bills, in some few instances, have affected the attendance; but in all cases of this kind, I notice that such persons as are affected thereby are of an ignorant class, not knowing what their interests are or how to secure them. Were the people of this district to express their opinions on the subject of rate-bills, I think I can safely say that nine-tenths of them would favor that system. I may here add, that in those districts where the largest rate-bill and the heaviest tax appears, there the Teachers' register contains the most names and by far the most marks for attendance. It may be said that these are districts of wealth and prosperity, and can well afford to pay such bills. To this I reply, that from my present knowledge of

the districts over which I have charge, I invariably find that those who are the most able are the least willing. It is an old adage, which I hold to be true, "That for which we pay nothing, is regarded as worth nothing." The new law already providing that one-half the public money be divided according to the average attendance, does not seem to draw to the school room within this district any more scholars, and therefore I most cordially indorse the rate-bill system; and were I to suggest any change, it would be to have all the public money divided according to the attendance.

**TEACHERS.**—All the Teachers who have taught within this district during the past year, were licensed by me; of these, 61 were males and 20 females, so that the ratio stands as  $3\frac{1}{2}$  to one nearly. In 1860 there were more males than females who taught within this district; but that cause for which so many of our bravest young men were willing to abandon every other avocation to engage in during the past three years, having been fully settled to their satisfaction, we trust they will again return to the school room, that place which they left not without distinction and honor.

**FINANCIAL.**—Notwithstanding the enormous taxes which the Slave Rebellion has necessarily imposed upon us, we notice that instead of decrease of expenditures to support our schools, there has been a gradual increase from one year to another, up to the present time. The amount raised by tax, within this district, during the past year, is \$3,228.17; rate-bills, \$5,529.49; from all other sources, \$510.75. These sums, together with the public money, and the fund from the proceeds of the Gosport School Lands, show receipts to the amount of \$18,887.72; of which \$16,089.72 has been paid for teachers' wages, \$108.38 for libraries, \$12. for school apparatus, \$788.30 for school houses, sites, fences, out-house repairs, furniture, &c., and \$1,811.06 for other incidental expenses. Together with \$67.44 remaining on hand Oct. 1, 1865, shows the complete expenditure.

**SCHOOL HOUSES.**—The number of school houses within the district, stated at the commencement, is 132; of which, 123 are framed, three brick, five stone, and one log. These, as estimated by the trustees (which by the way, is at a low figure) are worth \$35,102, together with their site or nearly \$266 each. I may here add that much has been done by the districts within my jurisdiction within the past two years, in improving the play-grounds and repairing the school houses and out-houses, and abating all nuisances about the grounds; an act for which the trustees well deserve the thanks of the public, and most certainly have of their humble servant the Commissioner.

**SCHOOLS.**—The studies pursued in the schools within this district, comprise intellectual and written arithmetic with so many different books, I will not attempt to enumerate them, but fully believe from the superiority of the work, that ere long Robinson's Series of Mathematics will soon be the uniform text-books in mathematics. Brown's, Clark's and Kerl's Grammars are used. The higher mathematics are pursued in some of the be-

schools. Sanders' Union Readers, and Parker & Watson's National Series, are the principal reading books used at present.

EXAMINATIONS OF TEACHERS.—It is my custom to examine teachers on all the topics which naturally arise in the common school room; making the examination, when practicable, both oral and written. Of the 265 teachers to whom I have granted certificates during the past year, 10 have received first grade, 103 second grade, the remaining 122 third grade; of the latter class, some are for one term only, others for one year.

Of the one hundred and thirty districts within my jurisdiction, 90 have one trustee, 10 two, and 30 three trustees. I trust ere long all will adopt the one trustee system.

The number of volumes in the district libraries, as reported by trustees, is 13,187. estimated to be worth \$6,489; and though the interest on this sum amounts to \$454.23, I venture to state, that on an average, there has not been one book per library, read during the past year. No attention is paid to them in most districts; and if the library money were applied to teachers' wages, it would, in my opinion, be better expended.

There are but three private schools within this district, with an attendance of only 100 scholars; which are two less schools than last year, and thirty-five less pupils attending. There are, as usual, no parochial schools in this Commissioner district. There are no schools for colored children in this district.

The Teachers' Institute was held at Rome, and continued its session for 12 days. Prof. Moses, of Yates county, was employed to take charge of the class drills; and to all who know the professor, it is useless for me to say that we had an interesting and profitable Institute. The Commissioners only regret that they are not allowed money enough by the State to defray the expenses thereof. As your honor was in attendance, we will not make further remarks on that subject.

Of the labor performed by me, in discharging the duties of the office, suffice it for me to say, that feeling that the glory and honor of our republic rests wholly upon the education of the rising generation, I have spared no pains within my limited knowledge, to make the schools under my charge, higher, nobler, and more magnificent in their character; and for the exertions I have the satisfaction of knowing that better feelings or more harmonious ones never existed throughout the district, since my first entering upon the duties of the office.

All of which is most respectfully submitted.

M. N. CAPRON, *School Commissioner.*

WEST LEYDEN, Nov. 18, 1865.

## ONONDAGA COUNTY—CITY OF SYRACUSE.

OFFICE BOARD OF EDUCATION, }  
 SYRACUSE, Jan. 16, 1866. }

To HON. VICTOR M. RICE, *Supt. of Public Instruction* :

Dear Sir—In pursuance of instructions received from your Department, I have the pleasure of submitting the following account of the present condition of our public schools.

**ATTENDANCE.**—The annual census taken this year, shows that there are within the city 11,356 children between the ages of five and 21 years; and the school reports show that of that number we have registered in our schools 6,434; and we find by the census that there were 1,800 registered in private schools, leaving 3,122 children who have not received any schooling for the past year, a very large majority of whom have been no doubt engaged in business pursuits.

Of the number of children above reported as having been registered in our schools during the year last past,

723	attended less than 2 months,
1,312	do 2 months and less than 4 months,
626	do 4 do do 6 do
948	do 6 do do 8 do
2,755	do 8 do do 10 do
71	do 10 months.

As compared with the year before, the attendance is better, and shows a healthy and growing interest in our schools on the part of the public.

**NON-ATTENDANCE.**—We suffer largely from non-attendance. The statistics above show that our present school system fails of reaching many children entitled to its benefits. Of the 3,122 children shown above, as not having been within our schools for the year past, a large proportion, no doubt, are but poorly prepared for the sterner work of life; and need, and *greatly need*, the drill and instruction received in the school room, to enable them to succeed in their various pursuits. While the war lasted, there was perhaps good reason for calling our children early from the school room to business life; but now that the war is ended, and ended so gloriously too, this necessity no longer exists; and we sincerely hope that our children will be allowed to spend time enough within the school room for them to obtain, if not a thorough, at least the rudiments of a good common school education. Many patrons no doubt need the services of their children at an early age, owing to straitened circumstances; and such, of course, should have our warmest sympathies and assistance; but there are others, and they form a very decided majority, who do not properly value the benefits their children derive from a complete and thorough education, and allow and accept slight circumstances as excuses for withdrawing them from school at a very early age, and while they are but in the embryo state of a common school education. Such persons are guilty of a great wrong not only to themselves and their children, but also to the public. We wish something might be done to correct public sentiment in this respect; and if no other method will do,



by compulsory law. To give you an idea of the extent to which this has grown in our schools (and no more so in our own schools than in some of many other cities), we will state that the first month of last term registered 4,686 pupils in our schools, as follows: 2,744 in our primary department, 1,424 in our junior department, 439 in our senior department, 79 in our academic department. The large number of pupils in our primary department may be accounted for to a very great extent, by the fact that quite a number failed to graduate from the department on account of poor scholarship, and this is somewhat true of the junior and senior departments; but a very large majority in the junior and senior departments leave the school altogether before completing the course. This state of things should be deplored; and because it is so general throughout the city, it should give the immediate attention of our public.

Our schools also suffer greatly from irregular attendance and tardiness. We have adopted stringent rules in regard to these matters; hoping, and acting to a very great extent, to do away with them altogether. We have partially succeeded, and yet we are far from being satisfied with the result. Our last statistical report to your Department shows that we registered in our schools 6,434 pupils during the past year, while the average daily attendance for the same time was but 4,059 pupils; showing an average daily absence from school of over one-third the number of pupils registered. The number of cases of *tardiness* for the same time was 19,424; which lost, 2,970 hours, or 495 school days. Thus you see that we lose over one-third of our school privileges. We are satisfied that still more stringent measures must be adopted, in order to cure these evils.

**COURSE OF STUDY.**—In every system of graded schools, the course of study should be prepared with reference to completeness and thoroughness. Our course is prepared for the purpose of giving to each pupil a complete common school education; and yet we are satisfied that if the effects of non-attendance and irregular attendance upon our common schools are incurable, the course for each graded school system should be prepared, having in view two purposes: first, that of giving to each pupil who desires, a thorough common school education; second, that of giving those who leave school in the intermediate grades, as much practical knowledge as may be, so that both classes may receive the benefits that can be bestowed on them.

**TEACHERS.**—Our teachers have been and are faithful in their work. We can say with pleasure, that as a body, they are industrious and energetic, and with a large majority of them teaching is their profession and work for life.

During the year past we have employed 113 teachers, six males and 107 females. Ninety-eight of our teachers were licensed by local authorities, and 15 by the State, and 6 of the latter were graduates of the State Normal School.

As we said above, our teachers are doing well, and yet there is room for improvement; and nothing would give so much vigor and energy to

the labors of our corps of teachers, and give our schools so great an impulse in the right direction, as the establishment in our city of a Normal and Training School. We are happy to report that already have the first steps been taken by our Board of Education in this direction.

**SCHOOL BUILDINGS.**—We have 12 brick school buildings belonging to the city, all of which are in a fine state of repair. Our city is fast increasing in population, and our school accommodations must likewise rapidly increase, or our schools will, of necessity, fail of accomplishing the great end for which they were established, that of giving each child in the city a good education. We could use to advantage, this very day, one-third additional school accommodations. Our citizens complain somewhat of burdensome taxation, and yet we feel that they would never grudge the money expended, or that might be profitably expended, if they were fully acquainted with the educational work to be done in this field. We hope to be able to bring them to see their duty in this direction, and to create on their part a greater willingness to discharge the debt which they owe succeeding generations—that of giving each child an education.

We cannot but feel that we have done a good work in our schools for the year past, and yet we are by no means satisfied with the results produced. There is still room for improvement on all sides and in every department; and we shall continue to work, keeping in view the one great purpose, that of improving and advancing our young in moral and intellectual culture.

All of which is respectfully submitted by

Your obedient servant,

CHARLES E. STEVENS,

*Acting City Superintendent of Schools*

---

#### ONONDAGA COUNTY—SECOND DISTRICT.

Hon. V. M. RICE, *Superintendent of Public Instruction* :

Herewith please find my special Report for the year just closed.

The schools for the past year have lacked in interest, owing to the peculiar times through which we have passed. This assertion applies to the many, while the few show the exception. The sentiment is steadily advancing toward free schools, and it will not be long before a good system of free schools would be heartily welcomed by nearly all. A few schools have been obliged to close before the expiration of the time required by law.

I would most respectfully renew the recommendation which I made last year, which was that all papers to be distributed to trustees be forwarded to Commissioners early in the spring, and all at the same time. The Commissioner can, at his first visit thereafter, circulate them, and make all needed explanation. This course would save Commissioners much trouble by securing correct reports from trustees.

It occurs to me that it would be wise to abolish the practice of obliging trustees to make affidavit to the correctness of their reports: certain it is that it would save much false swearing. As an instance: one trustee reported an average daily attendance of ninety-five, when the whole number residing in the district of a school age was but thirty-three. I returned the report, with instructions; and on its second receipt, the trustee reported fourteen and eight-tenths. Again, a trustee reported seventy-five, where there were but thirty-five living in the district of a school age. The report was returned; and on its next receipt, the number had dwindled to one. Improving by the instructions received at the guessing school, I wrote twelve.

There has been one private and one parochial school consisting respectively of eighteen and twenty-five pupils.

The library money is now thrown away. If it could be applied to the purchase of Lippincott's Pronouncing Gazetteer, and thus place a copy in each school, it would be a wise expenditure of the money.

Onondaga Academy is still under the principalship of Prof. J. Wilson, A. M. The inhabitants take little or no interest in the school. I was present at the examination of the teachers' class last spring, and must say that the pupils sustained a good examination.

As the Institute was held in the first district, I will leave that subject for Mr. Wright to report upon. The Teachers' Association of this district has been addressed by gentlemen as follows: Rev. Mr. Higley, Mr. Norman Green, Prof. D. Bockes and A. L. H. Smalley, Esq.

DETAIL OF LABOR.—Perhaps it is sufficient to say that a working School Commissioner performs double work, and receives one-half pay.

Respectfully submitted,

E. P. HOWE,

January 1, 1866.

School Commissioner 2d Dist. Onon. Co.

### ONONDAGA COUNTY—THIRD DISTRICT.

JAMESVILLE, Jan. 1866.

Hon. V. M. RICE, *Superintendent of Public Instruction*:

My Dear Sir—For several weeks at intervals, I have been sorely afflicted with *neuralgia*, hence my apparent negligence in not sending in my written report of the condition of the schools under my supervision.

In compliance with the Circular issued by your Department on the 13th instant, I submit the following *brief* Report:

COMMON SCHOOLS.—There are within my jurisdiction 103 school districts, whose houses are located within the several towns composing the Third Commissioner District of Onondaga county: 77 of these are frame buildings, 9 are built of brick, and 17 of stone.

The whole number of children of school age residing in said district at [Assem. No. 90.]

the close of the last school year, as reported by the trustees, was 7,149; being an increase over the previous year of 128. The whole number reported as having attended school during the year, is 5,594; being a decrease from the previous year of 39.

Five private schools have been in operation part of the time during the year, drawing off from our public schools 148 of the children who usually attend them; so in reality, there has been an increase of the number in attendance of 109. By a careful observation, I find in communities which are impressed with the benefits arising from an early and careful training of the young, that the attendance of the persons of school age is regular, and that the recitations are well prepared.

It is impossible for the teachers to produce good scholars, unless they are aided in their efforts by parents or guardians at home; and in order that scholars may improve rapidly, each parent should take some interest in their studies, and not consider that the work belongs to the teacher alone. A well cultivated mind should be the great desideratum, and when parents really care for the culture of their children, the rate-bills will be of minor importance.

DISTRICT LIBRARIES.—In reference to district libraries, I regard them as simply relics of the past. Occasionally one is to be found that seems to be partially cared for and somewhat appreciated; but in general they are jumbled together in some rough box, or scattered about the neighborhood, no one knowing or caring but little about them. Catalogues of books are generally unknown. The number is usually guessed at by the trustees in making their reports, and I doubt not is often exaggerated. Popular opinion, in reference to this matter, is accurately read, in the manner of disposing of the library money. Of the sum of \$288.58 apportioned to this district for library purposes, only \$104.46 was reported as having been actually expended for books, and I am of the opinion that some were mistaken in their reports on that point. A legal institution, not upheld by public sentiment to any great extent, in my judgment, ought to be abolished.

TEACHERS.—The number of teachers employed at the same time, when the several districts and departments are supplied, is 112; and the whole number of different teachers employed during the year was 211, of whom 177 were females and 34 males; being eight females more, and six males less, than were reported the preceding year. Of the whole number, 206 were licensed by local officers, three hold State certificates, and two are graduates from the State Normal School. The two latter, I take pleasure in saying, are Daniel W. Sprague, of the graduating class of 1859, and Jerome M. Bayne, of the graduating class of 1860. These gentlemen are now teaching in my district; the former in the village of Apulia; the latter is principal of the Union School, in the village of Fayetteville, which is the largest school under my supervision, and, according to my humble opinion, one of the best schools in the county.

I am also gratified in mentioning the fact, that Daniel Losey, of the graduating class of 1845, is engaged, at present, as principal of the Union

school in the village of Manlius, and succeeds finely. Miss Julia A. Covil, of the village of Fabius, and a graduate of the class of 1846, is engaged in teaching a *model* select school, in said village; and permit me to say, with all due deference to others of the profession, I regard her as one of the most successful teachers in this county.

*All honor to our State Normal School*, and I sincerely hope that every vacancy therein may be speedily filled by active, intelligent, energetic young ladies and gentlemen.

**FINANCIAL.**—The amount raised by rate-bill, for the last school year, is \$5,780.37; being an increase over the amount raised the previous year, of \$1,112.38, which increase corresponds with the general advance of teachers' wages. The amount raised by tax, for school purposes, the past year, is \$4,605.95; which is also an increase over the previous year, of \$996.80, all of which speak well for our educational interests.

**COMMISSIONER'S DUTIES.**—In taking a retrospective view of the labors performed during the five years I have officiated, and the results accomplished in the interests of education, I can but regret that so little has been done in furtherance of a cause so noble. While the happiness of the individual and the prosperity of the State are so intimately connected with the early culture and intelligence which it is the office of our schools to impart; and when, from the variety and magnitude of the difficulties in the way, we see how far short our educational system fails of doing a perfect work, we are led to say, "Who is sufficient for these things?" Still, it is plainly to be seen, that the people are looking at this subject in a truer light. Teachers of a higher grade are desired, and better wages are paid, and, on the whole, we take courage and look forward with brighter hopes to the future.

Very respectfully submitted,

B. S. GREGORY, *School Commissioner.*

#### ONTARIO COUNTY—FIRST DISTRICT.

ORLEANS, N. Y., December 3, 1865.

To the Hon. V. M. RICE:

Sir—I submit herewith a brief account of the common schools subject to my visitation. The past year, in my judgment, has witnessed a marked improvement in the schools in this county. The war which so long distracted our country, very seriously impeded the progress of our schools, by taking to the field our best teachers, and absorbing the interest of our entire population. Peace, with its great blessing, a re-united country, has brought also a consciousness to the community at large, that the paramount interest of the country now to be cherished is the educational interest. There is no foe that we need fear now, but the ignorance of the masses. In the common school system of this State, we have the most effectual means for promoting that general diffusion of knowledge which is at once the glory of our State and the palladium of its safety.

**CHANGES IN THE SCHOOL LAW.**—The changes which have been recently made in our school laws have awakened a new interest, and, as far as my observation extends, are a decided improvement.

**NEW SCHOOL HOUSES.**—New school houses are being erected, notwithstanding the very great expense at present of building; and the style of building and fitting up is commendably liberal.

**TEXT-BOOKS.**—The text-books used in this district are very good, and there is a reasonable uniformity in this respect. Sanders' Readers and Spellers are in most of the schools; Robinson's Arithmetics, practical and intellectual; McNally's Geography; Brown's and Clark's Grammars, and the Spencerian system of writing, as found in almost all the schools.

**TEACHERS' WAGES.**—My colleague in the second district, and myself, have sought in all proper ways to secure to teachers a good compensation, as a preliminary step to a higher standard of qualification for teaching. It gives me pleasure to say that teachers are now receiving a very fair remuneration for their services. Their wages range from five to ten dollars per week.

**TEACHERS' INSTITUTE.**—The Teachers' Institute, held at Canandaigua during the last week in September and the first week in October, was very generally regarded as a complete success. Hon. V. M. Rice was present a part of the session, and his sensible talk and practical instructions did very much to promote the interests of our common schools. Miss Potter gave instruction in Elocution, which all present highly appreciated and will not soon forget. S. W. Clark gave instruction in Grammar; M. M. Merrell in Geography and Orthography, and Prof. Green in Mathematics. We were also aided, as usual, greatly, by N. T. Clark and Prof. Halsey, of the Canandaigua Academy. We had lectures by the Rev. Mr. Titus, Rev. S. M. Day, Rev. Dr. Hibbard, and Rev. Dr. Dagget. We had also a most instructive and useful lecture on Physiology, from Dr. T. S. Lambert, of Peekskill. We are certain that the good effects of this Institute will manifest themselves in the school rooms during the coming year.

**COMMISSIONER'S LABORS.**—As to my labors, I have only to say that I aim to do my duty, under a sense of the great importance of our common schools. When I think that in this State there are a million of children attending our common schools, I feel that there is no cause more deserving of zeal and devotion, in its promotion, than our common school interest.

Yours truly,

J. A. WADER,  
School Com. 1st. dist. Ont. Co.

#### ORANGE COUNTY—FIRST DISTRICT.

Hon. VICTOR M. RICE:

In compliance with the requirements of the Department, I hereby respectfully submit the following report:

**NUMBER OF CHILDREN ATTENDING SCHOOL.**—The whole number of

Children between the ages of 5 and 21, residing in my district, as appears in the reports of trustees, is 11,989; of this number, 6,966 attended school some portion of the last school year. The average daily attendance was 350.

**TEACHERS.**—One hundred and fifty different teachers have been engaged in teaching; 33 males and 117 females. Male teachers receive from \$30 to \$50 per month; females, from \$25 to \$35.

**RATE-BILLS.**—I am unable to make any positive statement as to the influence of rate-bills on the attendance at school. I am not prepared to say, but if all the schools were free, the aggregate attendance would be materially increased at once, although in time it would very naturally have that result. Ignorant and stupid parents will let their children run wild, whether they are obliged to pay for their schooling or not. As I reported last year, "best schools pay the largest rate-bills."

**STUDIES.**—In addition to the ordinary branches, Geometry, Algebra, Philosophy, Chemistry, and the Languages, are taught in the Newburgh schools, and in District No. 1, Monroe.

**TEXT-BOOKS.**—No changes of consequence have been made in text books since my last report. In a number of instances, Parker and Watson's readers have been introduced; in some few, Willson's.

**DISTRICT SCHOOL LIBRARIES.**—They remain in about the same condition as at last report. Trustees pay but little attention to them; in fact, in many cases using the library money illegally, as no account of it is made in their reports.

**TRUSTEES' REPORTS.**—Many of the reports sent to me are made out incorrectly; but I am sorry to say, that in a number of instances they would puzzle a decipherer of Egyptian hieroglyphics to understand. A great many discrepancies occur in the financial reports of trustees; some of them so glaring, that it is impossible to reconcile them on any other hypothesis than that money furnished by the Department of Public Instruction has been pocketed by the trustees. With such trustees, making out a report is simply a *matter of skill in balancing*. They first find the receipts, taking care to make them as *small* as possible: next they ascertain the expenditures for teachers' wages, taking care to make them as *large* as possible: next, sometimes finding the difference between the receipts and expenditures; and this difference is distributed along the column of expenses, in the shape of food, coal, repairs, school apparatus, &c., so as to make the two columns exactly balance. If the inhabitants of the districts will not elect upright and intelligent men to the office of trustee, and call them to an account of their stewardship yearly, it is not much matter if they are gulled, did not the schools suffer on account of their negligence.

**TEACHER' INSTITUTE.**—The Institute was held in the Chester Academy, commencing July 31, and continuing in session 11 days. It was admitted on all hands to be the best Institute ever held in this county. The whole management was intrusted to Prof. Edward Orton, now of Antioch College in Ohio, one of the most accomplished scholars and thorough and

efficient teachers with whom it has ever been my fortune to meet. Prof. Orton was assisted in Reading and Calisthenics by Prof. J. Madison Watson, of New York, and in Mathematics by Prof. Chas. Davies. Miss H. L. D. Potter also gave instruction in Elocution.

The Institute was organized at once on the plan of a Model School. Instead of listening to dry, prosy lectures, every teacher was obliged to do something: to "go to the board;" to enunciate rules; to write definitions; to criticise pronunciation, &c. Prof. Orton won all hearts; and at the close of the Institute, the teachers presented him with an elegant gold-headed cane. Prof. Watson also did good service, and it is to be hoped that his efforts in the sadly neglected department of pronunciation will long be remembered by the teachers.

The Institute was visited, on the last day of the session, by the Hon. Victor M. Rice. His lecture, explaining and defining the duties of Commissioners and teachers, was listened to with profound attention; and a drone indeed must that teacher be, who does not catch a part of the energy and enthusiasm which the Superintendent brings to his work. Lectures were delivered by Prof. Watson, Dr. Lambert, Hon. C. H. Winfield, Judge Greene, Rev. D. N. Freeland. About 140 teachers attended; a large portion of them the whole term.

**TEACHERS' CLASS.**—I have taken some pains to compare the members of the Teachers' class with other teachers, and I confess I see no difference. I doubt the propriety of spending so large a portion of the public money for such purposes.

**NORMAL TEACHERS.**—Far different, however, has been my experience as to the claims of Normal Teachers. Now I do not mean to say that every graduate of the Normal School is a paragon of perfection; not by any means. A person, to make a live teacher, must naturally be energetic and persevering, no matter where he or she is educated; but other things being equal, a teacher from one of our ordinary seminaries will bear no comparison with a Normal graduate. The former has neither *method in teaching*, nor *system in government*; the latter excels in both. It is not enough to be educated; the teacher must know how to impart knowledge and govern well. I sincerely believe the Normal School has done more for the common schools in Orange county, during the last few years, than all other influences combined.

**SCHOOL COMMISSIONER.**—The duties assigned to the School Commissioner have been performed in much the same manner as reported last year. The accuracy and fidelity with which reports and information required by the State Superintendent have been furnished, are well known at the Department, and need no comment. In my visits at the schools I generally make suggestions of the following import:

- 1st. Order in school: system in taking in and dismissing school; also in calling up and dismissing classes.
- 2d. Short and perfect lessons. I insist that that pernicious practice of



allowing poor readers to blunder through long lessons, with the teacher continually prompting them, shall be abandoned.

Frequent use of globes by teachers.

- . Less committing to memory of long geographical definitions, and more attention to outline maps? I recommend an hour's exercise occasionally with wall maps, in which the scholars are required to point out countries noted for their commodities of export, the direction of ships in transporting them, &c. Such exercises fix knowledge in the mind a thousand times better than mere lesson learning by rote.

- . Map drawing.

**SUGGESTIONS.**—The necessity of the affidavit to trustees' report is very apparent. I beg leave to suggest the propriety of having it printed on the report, instead of upon a separate sheet. I also suggest the alteration of its form, so that the number of days on which school is *actually* taught may be separated from the legal holidays. This last is necessary, in order that the Commissioner may find the exact average daily attendance.

Very respectfully and truly yours,

GEO. K. SMITH.

MONROE, Dec. 28, 1865.

## ORANGE COUNTY—SECOND DISTRICT.

GOSHEN, December 10, 1865.

W. V. M. RICE, *Superintendent of Public Instruction*:

The undersigned, School Commissioner for the Second Assembly District, in the county of Orange, respectfully submits the following Report:

**COMMON SCHOOLS.**—The number of schools, as reported to me by the trustees this fall, is 110. They are taught by 225 teachers during some part of the year; this is an average of about two teachers to a school. This is one of the greatest evils in our common schools, the too frequent change of teachers. Although I think I can safely say that the schools in this district are slowly but surely improving; this improvement is owing more to the energetic measures of the teachers than anything else. I have noticed a decided change for the better among those teachers who are in the habit of attending institutes and educational meetings of all kinds throughout the county. They belong to that class of teachers who are trying to prepare themselves for the better discharge of their labors in the school room. There is another class of teachers that never attend institutes or teachers' meetings of any kind. Of this class I have but little to say; they are hardly worth a passing notice.

**ATTENDANCE.**—The irregularity of attendance still proves a source of great annoyance to most of our teachers. Very many commence at the early age of four or five years, before they have the strength to endure the hardships of sitting on a hard bench six or seven hours in the day. Six or seven years of age is soon enough to send any child to school.

The first seven or eight years of a child's life ought to be spent in **Out-door exercises**, to lay the foundation of a strong and healthy constitution, which will be worth more to him than any advantage he will gain by commencing studies at too early an age.

**RATE-BILLS.**—As nearly as I can find out by careful inquiry, rate-bills have a tendency to reduce the attendance in our common schools. I have known cases where the dread of a large rate-bill has broken up the best schools in the rural districts. They have a tendency to reduce the attendance and make trustees extremely cautious about hiring well qualified teachers, or at least of paying sufficient wages to procure thoroughly qualified teachers. I have known a number of cases where parents were too poor to pay the rate-bills, and rather than be considered paupers, they would keep their children out of school and deprive them of the means of an education. This rate-bill is one of the greatest *curse* that rests upon the schools of the Empire State. A little good and whole-some legislation in this direction would not be out of place. I hope the day is not far distant when the *free school system* will be universal throughout the length and breadth of the Empire State.

**TRUSTEES' REPORTS.**—Trustees have been very prompt in sending in their reports this fall. They were all in by the first of November but two, and they were lost on their way to the town clerk's office. The only way I can account for this promptness on their part is, that last fall seven districts were *left out in the cold*. Many of the reports from the trustees show carelessness, and some stupidity and ignorance. I would suggest the propriety of having the report and affidavit all on one sheet, for in many cases nothing but the report was returned to me from the trustees.

The majority of the districts prefer three trustees instead of one.

**PERSONS OF SCHOOL AGE.**—The number of persons of school age, as reported to me by the trustees, is 11,282; this is an increase of 541 over last year. There were 9,108 who attended school some part of the year; this is also an increase of 724. Academies and select schools, within reach of nearly all, reduce the attendance of the older class of pupils.

**SCHOOL HOUSES.**—In some districts but little attention has been paid to their school houses. There are about eighteen in this district that ought to be condemned as unfit for school purposes; yet if you speak to the inhabitants of the district about building a new school house, they will stick their hands into their pockets and hold on to their pocket-books like grim death. Change the subject, and ask them about their Hambletonian and Clay horses, or their Dutch and Durham cows, and their countenance will wear a different aspect. But, thank God, these districts are in the minority in Orange county. In many districts they have neat and even elegant school houses and grounds, and people generally throughout the county are beginning to exhibit considerable interest in the cause of education.

**OUT-BUILDINGS.**—There is a great deficiency in out-buildings in most

tricts in this Assembly District. Not more than one-half are supplied with out-buildings of any kind. This neglect on the part of the trustees is unpardonable, and should be remedied as soon as possible.

**APPARATUS.**—Almost every school in this district is supplied with a blackboard at least; and since the last session of the Institute in this county, the teachers are using them to a good advantage to their pupils, in the way of map-drawing and elocution, as well as mathematics. Many districts are supplied with globes, outline maps, charts and maps of the eastern and western hemispheres; also maps of the World and United States.

**TEXT-BOOKS.**—Readers, Sanders' Series and Willson's (Sanders' generally used); Spellers, Town's and Sanders'; Grammars, Smith's, Brown's and Allions' (Smith's generally used); Geographies, Smith's, Mitchell's, McAlly's, and Colton and Fitch's; Arithmetics, Thomson's Stoddard's and Robinson's; Philosophies, Comstock's; Algebras, Day's and Davies'; Histories, Willson's. I think the evil of having so many varieties of text-books might be remedied if the trustees had the power to determine the kind of text-books to be used. Teachers often complain, and justly, of their inability to classify their schools on account of this evil.

**URGENT WANTS.**—In speaking of the urgent wants of our schools, my friend Mr. Smith, Commissioner of the First district, hit it exactly when he said: We want educated, energetic, and thoroughly interested trustees. If every school district will elect trustees that will require teachers who apply for situations to show their certificates, and refuse to employ those possessing *third grades*; and that will visit the school frequently; and if the teacher is a good one, show that they appreciate his services, but if a poor one, discharge him; then nearly all other evils connected with common schools will disappear.

**TEACHERS.**—The proportion of males to female teachers is one male to four females. Probably not more than one-sixth of the male teachers intend to follow it as a permanent employment. Many are farmers' sons, who teach during a few otherwise idle months in the winter. Many of the females make teaching an auxiliary or stepping-stone to the happy state of matrimony. Wages of females are about \$6 per week; those of males, about \$8.

**EXAMINATION OF TEACHERS.**—I have endeavored to conform to the requirements of the law in granting certificates, though circumstances have compelled me to grant certificates when I knew the applicant was not qualified in every respect; but in such cases, I generally give a license to teach a particular school for three or six months. The burden of my examinations has been oral; but in every case where I can find a blackboard to use, I use it to good effect, and like it much better than oral examinations. I have made several examinations at my residence; these I can scarcely tolerate, and I heartily discourage them on all occasions when they can be avoided. I meet teachers twice each year in their respective towns for examinations, and give notice in all the county papers of such meetings.

**NORMAL SCHOOL GRADUATES.**—The number of Normal School graduates in this district is six; they command good wages, and are very successful teachers. The best schools in the county are taught by these teachers.

**ACADEMIES.**—There are five academies in this district; they are all well managed institutions. The number of students I can not report. The teachers of this district, educated in these institutions, are found deficient in the primary branches. The desire to secure a large share of the funds appropriated to the support of academies is an incentive to the teachers to urge the students to take up the higher branches. The Teachers' class, examined by myself last spring (Mr. Smith of the First district being absent), acquitted itself with credit, and showed that Prof. Orton knew the wants of our teachers.

**PRIVATE SCHOOLS.**—The number of private schools in this district is 16, with an attendance of 514 pupils.

**COLORED SCHOOLS.**—There are two colored schools in this district; one at Middletown, taught by a colored lady. I have not visited it yet, and can not tell anything about it. The other in Goshen, taught by an accomplished young lady of the place. The school has an attendance of 29; average, 22. The school is in a flourishing condition, and gives good satisfaction.

**DISTRICT SCHOOL LIBRARIES.**—There is but little interest among the people in regard to their school libraries. In most cases where I have called to see the libraries, I have found them stowed away in some out of the way place where they are seldom seen. In one instance I found the library in a wagon-maker's shop, covered with dust, and never used. In most cases people take and return the books at their pleasure, or do not return them as they see fit. One reason for the lack of interest among the people in regard to their libraries, is, that every family has reading matter enough of their own, in shape of daily and weekly newspapers.

**INSTITUTE.**—The last session of the Teachers' Institute, held in this county at Chester Academy, was one long to be remembered by the teachers who attended it, for the valuable hints and instructions they received on the subjects of teaching and education.

The Institute opened Monday, July 31, and continued two weeks. Prof. Orton, now of Antioch College, Ohio, was principal conductor. He was assisted by Professor Watson in Reading, Elocution, Phonetics and Calisthenics; Mr. Calkins, Primary Instruction; Mr. Potter, Caligraphy; Prof. Davies, Mathematics; Dr. Lambert, Physiology; and Miss Potter, Vocal Gymnastics and Elocution. Evening lectures were delivered by Prof. Watson—Subject, "Education and Elocution;" Prof. Orton—Subject, "Moral Culture;" Dr. J. H. Thompson, of Goshen—Subject, "Mind and its Culture;" Judge Green, of Goshen—Subject, "Unconscious Tuition;" Hon. C. H. Winfield, of Goshen—Subject, "Daniel Webster and the American Senate;" Rev. Mr. Freeland, of Monroe—Subject, "Wingless Victory."

Miss Potter, who was sent here by the Department, gave several dramatic readings and recitations—"Maud Muller," "The Raven," "Will the New Year come to-night, Mother," and numerous other pieces, which were listened to by spell-bound audiences. Her hours of training were well attended, not merely by members of the Institute, but by the public.

The presence of the State Superintendent among the teachers of Orange County awakened a new life among them. His lectures and remarks will be productive of much good.

**DETAILS OF LABOR.**—My time has been fully occupied in visiting schools, making apportionments, copying reports, altering districts, holding school meetings, and corresponding with the Department, teachers and trustees. I am under many obligations to the editors of the county papers, and to the Department and the friends of education generally, for their kindness and constant support; and especially to the trustees, teachers and patrons of the schools, for their hospitality toward me while among them. With the hearty co-operation of Mr. Smith, Commissioner of the First district (whose friendship I ardently desire to reciprocate), we organized a Teachers' Institute at Chester, which gave good satisfaction to all who attended it.

The trustees' reports show that I have made 181 visits during the past year. I have allowed the statement to remain so upon the abstract sent out; but I have made 203 visits during the year. I have called on 11 schools that were vacant at the time I called.

All of which is respectfully submitted.

JOHN J. BARR,  
*School Commissioner.*

---

## ORLEANS COUNTY.

SOUTH BARRE, Jan. 27, 1866.

HON. VICTOR M. RICE, *Superintendent of Public Instruction:*

Sir—In compliance with your instructions, I have the honor of submitting the following Report:

This Commissioner District embraces the county of Orleans, containing nine towns. There are within the county 129 school districts whose houses are within the county, and thirteen that have houses in adjoining counties—four in Genesee, five in Monroe, and four in Niagara.

**SCHOOL HOUSES.**—The district contains 131 school houses: of this number, about one-third are large, commodious, well built structures, situated upon pleasant, roomy lots; another third are fair samples of the style of school house architecture in vogue twenty years since, generally with ill-arranged incommodious seats, and too frequently upon lots just large enough to hold the house. A large proportion of the remaining houses are utterly unfit for the purpose for which they are intended, and nothing but the exigencies of the times prevents me from taking steps at

once for their condemnation. During the past summer, there have been but two school houses built: one in No. 10, Kendall—a wooden building, on a handsome site, finished in the finest style, and every way an honor to the district. The other in district No. 2, Shelby—a fine brick building, roomy, pleasant and commodious, with this drawback only, that it is situated on a small ill graded lot.

**SCHOOLS.**—During the summer, there were employed, at the same time, in the county, one hundred and forty teachers, all females but one, the teacher of the senior department of the Union School in Kendall. The teachers were nearly all licensed before my term of office commenced; so I am not prepared to speak, very definitely, of their qualifications. There were a few *very* good schools; a *large number* of schools that pass under the head of fair, and a few that it is difficult to characterise properly.

In the next report, that I hope to have the honor to submit to your Department, I shall give the location of the districts, and the names of the teachers of the *very* good schools.

**VISITS.**—Between the first of May and the 15th of September, I visited every district in the county, making notes of the condition of the houses and grounds, the attendance of scholars, the appearance of the schools, and the manner of teaching.

**LICENSING TEACHERS.**—Before the first of November, I had given licenses to ninety-eight teachers. A few of these taught in the summer, but much the larger number were examined for teachers for the winter schools. The examinations have been conducted mostly orally; although usually enough of every examination is required to be written, to test the qualifications of the applicant, in writing, spelling, punctuation, &c.

In the latter part of October, and the fore part of November, I made a tour of the towns for the purpose of examining teachers, after advertising for three weeks in the county papers.

**DISTRICT LIBRARIES.**—The district libraries are almost entirely neglected: they are used, as far as they are used at all, without any reference to rules and regulations; and the money appropriated, in most instances, for library purposes, is so much wasted. Unless something can be done to renew the interest in these libraries, the appropriation should be suspended. In my opinion the only manner in which the interest is to be renewed, is, to make a large appropriation, at once, to each district, for the purchase of books, requiring the district to raise as large an amount for the same purpose; thus creating a new library. If this could be done, the libraries should be put under a uniform set of regulations dictated by the Department, and then put under the *special* charge of the Commissioners.

**TEACHERS' INSTITUTE.**—A Teachers' Institute was held at Albion, beginning September 25, and holding two weeks. J. W. Barker of Buffalo, conducted the exercises, assisted by Professors Bellamy and Morehouse. Prof. C. W. Sanders was present the last week, and gave added interest to the exercises by his labors in the department of Elocution. The attend-

ce was not as large as it should have been ; but the verdict of the teachers, as to the high character of the Institute, was unanimous.

It will be remembered that I have held the office of Commissioner since the first of April only. If it should be my duty to report to your honor next fall, I shall hope to be able to give a much more detailed report, and do it in much better season. I had hoped, under the circumstances, that I might be excused from the duty of reporting at all this season.

Respectfully yours,

A. STILSON,

*Commissioner, Orleans Co.*

### CITY OF OSWEGO.

to the Hon. V. M. RICE, *State Superintendent of Public Instruction* :

We hereby submit the following Supplemental Report of the condition and progress of the Oswego Schools :

It may be safely said that our schools were never in a more prosperous condition than at the present time. There has been less falling off in attendance in most of the classes than in previous years, and the progress made has been quite satisfactory. In nearly every instance the prescribed course of study has been completed, and the examinations show a commendable degree of thoroughness. During the past few years, in the lower grades, our schools have been in something of a transition state, so far as subjects and methods of instruction are concerned ; and consequently it has hardly been possible to form an accurate judgment of their full power as a means of mental culture. The course, for the first five years, at least, may now be considered as nearly or quite settled ; the teachers are familiar with their work, and we may hope in future to mark more satisfactory results than we have been able to do in years past. This much, at least, is already evident. The readiness with which the children consider new questions, and reason upon them, and the ease with which they communicate their thoughts, are quite marked. There can be no gainsaying the fact, that by these processes the perceptive faculties are quickened, the imaginative and reasoning faculties are awakened and strengthened, and language is cultivated. There is also a degree of accuracy in the observation and expression of the children, which is very commendable.

**WANTS AND NECESSITIES OF THE SCHOOLS.—SCHOOL BUILDINGS.**—It is now three years since any additions have been made to the capacity of our school buildings. Additional rooms have been hired from time to time, until with the opening of the spring term, not less than seven hundred children are taught in hired rooms, including the winter school. These rooms are invariably small, low, and inconvenient. The annual rent paid is little less than \$1,000. The pressure of numbers is steadily increasing from year to year ; and unless something is done soon to increase our school accommodations, this crowded condition of the schools will prove a serious obstacle to their progress and efficiency. For the past two or

three years, the exorbitant prices of building materials and labor, have been an insurmountable obstacle in the way of erecting school houses. There is now a prospect of a favorable change in prices; and should they come down to anything like their former standard, it is highly important that immediate steps should be taken to erect a new building or enlarge some of the old ones. Each year brings its own appropriate burdens for the support of the schools, and it seems neither wise nor just to put off for the future that which belongs to the present. It has always required all that the law allows for building purposes, to meet the steadily increasing demand for school room; and with the already accumulated number of children beyond the present capacity of the school houses, it will be difficult in future to provide sufficient school room to meet fully the wants of the schools.

**APPARATUS.**—The High School is well provided with chemical and philosophical apparatus; but in the lower grades, there are wanting many little pieces of apparatus that would be very useful in illustrating various subjects. In the Senior Schools, we need more maps and globes for teaching geography; a human skeleton and charts for illustration in physiology; sets of weights, measures, and blocks for arithmetic, writing charts and drawing cards: in the Junior schools, sets of weights and measures for illustration in denominate numbers; charts for writing and drawing; a few physical maps, and collections of plants, minerals, and objects of various kinds for use in object lessons. In the Primary Schools, there is already a pretty good supply of natural history illustrations; a few additional charts are wanting, and more full collections of objects, for object lessons.

**REFERENCE BOOKS.**—To a limited extent, the schools have been supplied with these important aids; much more, however, needs to be done in this direction. The first four volumes of Chambers's Encyclopedia have been placed in the High School, and in each of the Senior and Junior schools. This is a valuable work, and the sets should be completed as fast as the successive volumes are published. All the schools are provided with Webster's Dictionary; and the Primary Schools are provided with many smaller books adapted to the subjects taught in this department. The High School is also provided with a valuable reference library, particularly in the department of education and natural history. In the Junior and Senior schools, a few more books need to be added. No money can be better expended than that which adds facilities for the work of the teacher in the form of books and apparatus.

**CASES FOR BOOKS AND APPARATUS.**—Neither books nor apparatus can long be of utility to the schools, unless receptacles are provided for their safe-keeping. Without this, they are soon misplaced or lost, or out of repair and rendered useless. A case for this purpose should be provided for every school room. In many of our schools, valuable books and apparatus are being lost and destroyed, for want of this important provision.

**VOCAL MUSIC.**—There is perhaps no defect in our schools, more apparent than the neglect of proper vocal culture. This has an important bear-



upon the reading, as well as the moral and intellectual character of the children. The training of the voice in singing would do much toward improving the reading in the schools; and what could be done that would add to the pleasures of the school and the home circle, and, we may add, public worship, than to teach all the children to read music readily and sing well? All this may be done, and at a comparatively trifling expense. As it now is, it is questionable whether it would not be better to prohibit singing in the schools entirely, especially where the teachers themselves have no musical taste, and are unable to give proper direction to it. In many of our schools, bad habits are being formed; and not unfrequently the voices of the children are seriously injured, by singing tunes that carry the notes too high or too low for their proper compass. This is a serious evil, one to which a remedy should be promptly applied.

**GYMNASTIC EXERCISES.**—These have been for many years universally systematically practiced in the lower grades of our schools. In the upper grades, they have been too much neglected. There is this apology, however, to be made for this neglect: Many of the schools have been in too crowded a condition to admit of the whole school engaging in them simultaneously; and there is no vacant room in connection with any of the schools, where these exercises could be had. Where practicable, they should be insisted upon as a part of the regular daily programme. A few moments between each recitation, spent in vigorous exercise with these gymnastic movements, would be a rest to the children, and keep both body and mind in a better condition for study. A few moments spent in this in the more advanced grades would prove a saving of time in the work of the children. By a resolution of the Board, "Mason's Gymnastic Exercises" have been placed in every school, and with the expectation that the exercises will be practiced by all the teachers.

**CHANGE OF TEACHERS.**—For the past two or three years, our schools have suffered much from the loss of many of our most experienced and successful teachers. Such has been the demand for teachers familiar with the methods of instruction pursued in our schools, and at prices so much in advance of those paid here, that it has not been possible to retain them. This has been more serious the past year, than in any previous year. Three teachers at one time presented their resignations, and three more at a succeeding meeting. So great became the evil, that the Board were compelled at last to refuse to accept several resignations. Of those teachers who have left during the year for more lucrative positions, we may make honorable mention of the following as among those who have long been useful and successful teachers in our schools:

Miss C. H. Gilbert, a graduate of our State Normal School, has been for several years a teacher in the junior grade. She was ever faithful to her trust, and always attained the most satisfactory results. She has gone to teach in the State Normal School at Winona, Minnesota.

Miss Martha Roe, also a graduate of the Normal School, was successively principal of Primary Schools Nos. 3 and 4, in which positions she gained

the love and esteem of the children and parents, and the highest approbation of the Board. She left to go to Iowa City, to take charge of the Experimental Department of the Iowa State Normal School, on a salary of \$600.

Miss Mary Davis, a teacher of ripe experience and marked success in the primary departments of our schools, and, at the time of leaving, a critic in the Training School, resigned in July, to take charge of a Training Class in Western Illinois, on a salary of \$700.

Mrs. M. H. Smith, who at different times has taught in nearly every grade of our schools above the Primary, was, at the time of her resignation, Teacher in the Training School. In every position she occupied she sustained herself with marked ability. During the last year of her connection with the public schools, she brought out an original course of lessons in geography, adapted to the junior grade. These lessons were highly approved by all who heard them, and have been adopted by Prof. Guyot, as a part of a series of geographies designed to accompany his physical maps. She has also aided him in preparing for the press two or three other books of the series. The cause of her resignation was to engage in this work. These books are now in press, and will be issued in a short time. They are arranged on strictly Pestalozzian principles, and are a decided improvement on the ordinary methods of teaching geography.

Miss L. T. Clapp, who has for nearly twelve years acted as Principal of Primary School No. 1, resigned her position in March last, to accept a much more lucrative one in the West. Miss C. has ever been one of the most untiring, faithful and successful primary teachers ever employed by the Board. Her resignation was felt as a great loss to the schools. We wish her success and happiness in her new field of labor.

Mr. E. D. Weller, who has acted as Principal of Senior School No. 1 almost from the time of the first organization of the Board, offered his resignation in January last, to accept a more honorable and lucrative position in Rockford, Illinois, as Principal of the High School and Superintendent of the lower grades. During Mr. Weller's connection with our public schools, he won for himself an enviable reputation as a teacher. During the last year or two of his connection with the Oswego Schools, he brought out a very interesting and valuable course of Oral Language Lessons, which are now in use in all our schools, and are a very interesting and useful addition to our course of oral instruction. A more faithful, zealous and laborious teacher we have rarely known. He will long live in the hearts of his pupils, patrons and friends in Oswego, who will ever wish him success in whatever field he is called to labor.

**ANNUAL EXAMINATIONS.**—In these examinations, the Committee indicate the topics to be considered, and, for the most part, the questions to be asked, and note the results. The transfer of pupils from one grade to another depends upon this examination, in connection with their schedule standing for the year. The examinations are all oral, and occupy the Committee every day for about six weeks. There are some evils attending

is mode of examination, which it seems desirable to avoid. For each class, there is a course of instruction prescribed for each term and year: if completed, the classes first examined have less time in which to do this, than those last examined. Again, many of the classes are examined several weeks, and all of them a few days at least before the close of the term: once examined, there is very likely to be the feeling that nothing more is to be done, and the interest and effort of the class is consequently relaxed, and very likely the attendance of the class becomes irregular. Various expedients have been resorted to within the past two years, with the design of modifying these evils, but with no very satisfactory results.

**BOARD OF EDUCATION.**—The schools are under the direction and management of a Board elected by the people. One half of the Board are elected annually, and hold their office for two years. The secretary holds his office during the pleasure of the Board, and is practically the Superintendent of the city schools, although he has no powers except as he receives them from the Board.

**SCHOOL GRADES.**—The schools are divided into four distinct grades: Primary, Junior, Senior, and High School. Of the Primary Schools there are twelve, located in different parts of the city, convenient to the homes of the children. Of the Junior Schools there are four, located one in each ward of the city. There are two Senior Schools, one on each side of the river, and one High school, including the whole city. For each grade is prescribed a three years' course of study; making from the time of entering the Primary School to the time of graduating at the High School, twelve years. In each grade there are three classes, each class being exactly together in all their studies, with one teacher to every fifty pupils. Each class requires a year to complete the prescribed course. Pupils are admitted in the spring at five years of age and over; but not entering at that time, they are not permitted to enter during the year unless six years of age and over, and prepared to enter some class already organized. The object of this arrangement is to prevent the confusion and inconvenience arising from the formation of new classes during the year. Thus, at the close of the year, one class graduates from each school; and at the beginning of the year a new class comes in and all the intermediate classes are advanced one year. By this arrangement the classification is kept perfect, each teacher having from forty to fifty pupils exactly together in all their studies. Aside from these thoroughly graded schools, there are two or three schools of a somewhat peculiar character, essential to any system of closely graded schools.

**ARITHMETIC SCHOOL.**—This school is opened about the first of December, and continues until the last of March. It is composed of lads who do not attend school only a few months in winter, during the suspension of navigation, and who wish to devote their whole time in learning to read, spell, write and cipher. There were registered in the school the past win-

ter 189 pupils. The regularly graded schools are full the year round, pursuing their prescribed studies; and should the pupils of the Arithmetic school be allowed to go into these schools in the winter, they would overcrowd them, and seriously interfere with the progress of the schools, and these transient pupils themselves would fail to receive the attention they require. The school has now been in operation several years, and is regarded as an essential feature of our system.

**EVENING SCHOOL.**—This is held in the same room, and continues during the winter months, the same as the Arithmetic school. The number attending the past winter was 98. This is also a very useful and important school, and affords opportunity for many who are occupied during the day, to obtain a few of the first elements of an English education. In this school are found persons of all ages, from the child to the man of gray hairs. These pupils are earnest in their efforts to gain knowledge, and the success of the school has been quite satisfactory.

**THE UNCLASSIFIED SCHOOL.**—The design of this school is to meet the wants of a class of pupils who are not very well accommodated in the graded schools. It often happens that pupils coming from other localities to enter our schools, are deficient in some one or more branches of the course, but well advanced in others; and it is difficult to classify them without more or less disadvantage to the pupils. These are placed in the Unclassified School, to bring up the neglected branches to a point that will enable them to enter the other schools advantageously to themselves. Again, pupils, from various reasons, often fall far behind the classes appropriate to their age, and are neither accommodated by the furniture in the grade where their proficiency would locate them, nor are they willing to be associated with children so far below them in years. Others wish to attend school for a short time, for the purpose of perfecting themselves more thoroughly in some particular branches, and have only a limited time in which they can attend school. These pupils are very well accommodated in the Unclassified School. This includes pupils of all grades or attainments, from the Primary to the High School, with about the same range of studies as the Junior or Senior Schools, adding Book-keeping. Although there is some attempt at classification, yet the number of different classes is comparatively numerous, and the number in each class small. The school opens with a small number in the spring, which gradually increases, until in the fall and winter terms it is quite large and full. Its importance, as a feature of our graded system, none can question.

**COURSE OF INSTRUCTION.**—As has already been stated, the entire course of instruction embraces twelve years, and is so defined that each teacher in every grade knows exactly how much is to be accomplished in each subject, each term and each year throughout the entire course. For the first five years the instruction is strictly oral, if we except the use of a spelling book the fourth and fifth years, and the introduction of a book in arithmetic the fifth year. This oral instruction is based upon what is

amiliarly known as the "Object Method," and in conformity to Pestalozian principles.

## GENERAL STATISTICS.

Whole number of children in the city, between the ages of five and twenty-one, as shown by the census in September last. . . .	6,387
Number of children in public schools, making no allowance for duplicate registration. . . . .	5,370
Number of different pupils registered, deducting duplicate registration. . . . .	5,124
Number in daily average attendance for same time. . . . .	2,932
Number of permanent teachers in the employ of the Board. . . .	61
[Two additional teachers were employed in the Arithmetic school for the winter.]	
Average number of pupils registered per teacher. . . . .	85
Average number of pupils per teacher in average attendance. . .	46½
Number of pupils in private schools other than Catholic schools. .	20
Number reported in Catholic schools. . . . .	289
Number of days lost by irregular attendance. . . . .	58,890
Same time expressed in years. . . . .	161
Number of cases of tardiness during the year. . . . .	24,396
Time lost by tardiness, expressed in days. . . . .	62

E. A. SHELDON,  
*Superintendent.*

## OSWEGO COUNTY—FIRST DISTRICT.

FULTON, January 16, 1866.

On. V. M. RICE, *Superintendent of Public Instruction:*

Sir—In relation to the condition of schools in this District, the following report is respectfully submitted:

This Commissioner District is composed of the towns of Granby, Hannibal, New Haven, Oswego, Scriba and Volney; being the western part of Oswego county. There are 98 districts, 99 school houses, and employment furnished for 107 teachers. During the past year, I have visited all but 10 of the schools twice. I have made 65 official school visits since the middle of last November. I find, this winter, an increase in the number of pupils in many schools; also more interest manifested on the part of both teachers and pupils, in the study of the various branches taught.

Among the 65 school rooms I have visited this winter, I have found pupils actually present, in some schools, as follows, viz: In 34 schools, not less than 35 pupils each; in 25 schools, not less than 40; in 14 schools, not less than 50; and in five schools, 60 or more. The least number I have found in any school is 10; while there were 11 schools of less than 20 pupils each.

I think that the statute which provides for the distribution of a portion of the public money upon the basis of average attendance, is operating favorably toward filling our school houses. There is also an evident desire for the acquisition of knowledge on the part of many of our larger scholars.

**RATE-BILLS.**—The amount raised by rate-bills during the past year \$8,220.35; the previous year, it was \$4,023.79. The amount of rate-bills during the past year, is \$262.65 less than the amount of public money apportioned to the district. There are five districts which raised nothing rate-bills last year; for the year ending September, 1864, there were districts which had no rate-bills.

**SCHOOL HOUSES.**—During the past year, I have, with the approval of the Town Supervisors, *condemned* two school houses, and notified the trustees of nine other districts that I considered their school houses unfit for school purposes. Last fall two new school houses were built, and the others thoroughly repaired at an expense of from \$50 to \$450; while this winter, preparations are being made for building seven new ones next season.

**SCHOOL APPARATUS.**—During the past year, \$21.80—a mere pittance has been expended for school apparatus.

**LIBRARIES.**—As a general thing, the district libraries are of but a little account. In many cases their *actual value* to the district is—as a trustee reported—"six cents per pound."

**TEACHERS' EXAMINATIONS.**—I held public examinations in each town last spring; partly *written* and partly *oral*.

**INSTITUTE.**—We held our yearly Institute in this village, Fulton; commenced October 9, closed October 21. Between 80 and 90 teachers were in attendance. All worked faithfully, and were much profited. The Institute was made the occasion of the examination for teachers of the winter schools.

Much of the interest and success of the Institute is attributable to the ability and energy displayed by Miss F. M. Brown, Mr. B. G. Clapp, Mr. M. C. Stevens and Mr. J. J. Coit, the conductors of the class exercises. Prof. J. H. Hoose, of Lima, spent one day with us much to our advantage. Evening lectures by Prof. Slee, Prof. Hoose, and Rev. J. C. Vandercook, A. M.

Our Institute was a complete success, and teachers attended who were formerly unknown at such meetings; "Didn't know there was so much to be learned at them," and expressed a desire to attend the Institute in the future.

**SEMINARIES.**—There is but one Seminary in my district, Fallay Seminary at Fulton. It is in an exceedingly prosperous condition, under the efficient supervision of Prof. J. P. Griffin. Its register for the present term contains more than 330 names of students.

There is an increasing desire, on the part of trustees and patrons of schools, to secure the services of *well qualified* teachers; and for this purpose, trustees apply to the Commissioner, and visit the Institute and Teachers' Associations.

LEMUEL P. STORMS,  
School Commissioner.

## OSWEGO COUNTY—SECOND DISTRICT.

PARISH, December 15, 1865.

Hon. V. M. RICE, *Superintendent of Public Instruction* :

In answer to your request, I submit the following report:

There are eighty-seven districts under my charge, and eighty-eight school houses—one district having two.

I think the standard of common schools in this county far ahead of what it was a few years ago. The inhabitants are generally coming to the rational conclusion that a good school is a good thing. The old foggy idea of cheap teachers has about ceased to exist. Parents are coming to the conclusion that miserable old school houses, situated upon sunken and unhealthy sites, are a poor investment for their children. There are a few old school houses in my district, but if the resolutions of the people are good, they will soon be replaced by better. I think the new law, as to the attendance of children, will in time work a great good, though some think it more favorable to cities and villages than to schools in country districts.

The Teachers' Institute for this district was held at Central Square, with eighty teachers in attendance. The spirit manifested in the class exercises was certainly encouraging, and showed to the observer that teachers had made up their minds that if they wished to be successful, they must be qualified.

I find one great evil which seems to be more or less universal, and that is, a great many children are sent to school too young—so young, some of them, that their minds are wholly unfit for the tasks imposed upon them. They soon become disgusted with what seems a dull routine, and they never again acquire a natural relish for their studies. Then too many children, who attend school at such an age, injure, for their lifetime, their constitutions.

Every school house in the second district is frame or brick, with one exception, a stone house, situated in the town of Palermo.

There are no academies within my jurisdiction, but there is a school at the village of Phoenix, on the Oswego river, which, for its educational advantages, compares favorably with the most successful academies in this vicinity.

By the trustees' reports, I find there are in this district 6,242 scholars between the ages of five and 21; and the number who have attended school is 5,103.

District libraries are getting to be rather dusty, from neglect and want of new volumes.

There are a very few school houses in my district that I shall, with the assistance of the supervisors, condemn, unless the people make good promises and act as though they intended to fulfill.

I think the one trustee system is working finely.

I am under obligation to Commissioners Goodell and Storms, of the

third and first districts, for their hearty and generous co-operation in all measures for the benefit of school teachers. I am under great obligations to the teachers of this district for their hearty assistance, and their untiring exertions for the benefit of the schools under their charge.

All of which is respectfully submitted.

N. W. NUTTING,

*School Commissioner 2d District Oswego Co., N. Y.*

### OSWEGO COUNTY—THIRD DISTRICT.

WILLOW COTTAGE, MEXICO, *December 30, 1865.*

Hon. V. M. RICE, *Superintendent of Public Instruction:*

Sir—In accordance with your regulations, I submit the following Report of the schools in my district:

This Commissioner District contains 109 school districts; has 110 school houses, one of which is log, 105 frame, three brick and one stone building, with a value in the aggregate of \$35,015. There are 6,755 children reported between the ages of five and 21 years, of whom 4,054 are reported as attending school during the past year, with an average daily attendance of 1973.312. School has been taught on an average 28 weeks and three days in each district, at an expense in the aggregate for teachers' wages, of \$14,168.67, averaging 90 cents per day. On referring to my abstracts of reports for 1864, I find that teachers' wages for that year amounted to but \$10,169.94, giving an average for each day school was taught, 66 cents; for 1863, the average price per day was but 50 cents. In 1863, 48 male teachers and 175 females were employed; in 1864, 45 males and 172 females were employed; in 1865 but 23 males and 202 females were employed. Wages for the coming year, 1866, will average still higher. Thus, notwithstanding the expenses of the war, the interests of education in the district schools of this district have not flagged.

My district extends over a large area of territory, much of which is wild and uncultivated; yet I find the people generally anxious to sustain their schools, and thus afford their children, deprived of many of the advantages of the older settlements, the chances of obtaining the rudiments, at least, of an education.

But little alteration has been made in the school houses since last year; some, however, that had long disgraced their localities, have been torn down and larger and better ones built in their stead, and one was burned—"Peace to its ashes." Two new districts have been formed, in one of which a new and commodious house has been built, and in the other one a house is in the process of being built.



Albion has 14 school houses, 7 of which should be at once rebuilt.						
Boylston	8	do	all which are good but two.			
Mexico	19	do	7 of which are unfit for school purposes.			
Orwell	10	do	4	do	do	do
Redfield	9	do	3	do	do	do
Richland	24	do	8	do	do	do
Sandy Creek has 16 school houses, 5 of which are unfit for school purposes.						
Williamstown	9	do	4	do	do	do

In these school houses but little apparatus is found beside blackboards, and in many instances those are small and wholly unfit for the purposes designed. Still, I am happy to say that improvement is becoming apparent in that direction, in proportion as the teachers are required to prepare themselves more thoroughly for the responsible and important work they have assumed.

I am still more deeply impressed with the impropriety of granting licenses for long periods of time, and believe that if the Commissioner were prohibited by law from granting licenses for longer periods than six months, whatever the grade, far better qualification on the part of teachers would be secured. A method of examination, similar to that required by the Regents of academies, would secure uniformity throughout the State, and save much perplexity and sometimes unpleasant feelings on the part of both teachers and Commissioners, in passing from one county to another.

There are persons who, once having obtained a license by some means, think that all efforts on their part are then and forever at an end; are never at an Institute or Teachers' Association, or, if they come in as the merest and least interested spectator, entirely refusing to take any part in the exercises; they usually teach a little under price, and consequently find employment when other and really good teachers are unemployed. Such teachers not unfrequently, to avoid the annoyance of being compelled from time to time to renew their licenses, through the interposition of some influential friends, secure a State license, and teach on, year after year, with no other benefit to the cause of education than to serve as mile-stones by the way to mark the progress of the real teacher; their literary qualifications at first hardly entitling them to the rank of a teacher of the third grade, and *retrograding* instead of *improving*, being too indolent or too stupid to learn from experience. I am thankful that I have but few such in my district. I have one such now teaching, however, from an adjoining Commissioner district, who was last fall refused, on examination, a *third grade license* from the Commissioner of that district. The examination was a written one; the questions and the *percentage* such only as *all* the teachers in the county were required to submit to by their respective Commissioners. The candidate had not taught as many terms as was required by the Commissioners before granting a first grade license in their districts, yet a State license is procured, and those teachers who are really making an

effort, sparing neither time nor expense to fit themselves for their great work, point with discouragement to the example.

There are but two free schools in my district, except such as are made free, by the parsimony of the trustees in charge, by only expending the money allowed them by the State.

There are two academies, Mexico and Pulaski, both of which are doing a good work for the cause of education. The academy at Mexico has had an entire change in its faculty. It is now under the charge of W. M. McLaughlin as Principal, and bids fair to do a more thorough work than has been done there before in some time. Prof. D. D. Owen, of Pulaski, is also doing a fine work.

The district school libraries are in a poor condition, little or no interest being felt in them by the people generally. One hundred and twenty-two dollars and eighty-nine cents are reported as having been paid for books the past year, and 6,221 as the number of volumes which they contain, valued at \$3,662. In all the towns there are reported 61 cases for books. I have, from time to time, endeavored to hunt up those libraries and "spy out" their hiding places. In some instances the trustee was sure they had a library, but really could not tell where it was; *guessed* it didn't amount to much. The books that had been last bought were on his parlor table. Their greatest value consisted in the gilt on their bindings. Others I have found on the back stoop, in the cow-house, in the loft of the pig-pen, in the wood-house, &c., &c. There are localities where the district library is appreciated, cared for and read by some in the district, but they are like angels' visits, "few and far between."

Our Institute, this fall, was held at Sandy Creek; the Commissioner of the First District of this county deeming it best to hold a District instead of a Joint Institute, as heretofore. Over 80 teachers were present the entire two weeks, and most of those were persons that had never taught but one season, and never attended an Institute before. I think we shall be perfectly safe in saying that it was a most complete success, and one of the *very best* Institutes ever held in Oswego county. The session commenced on the 25th of September, and continued two weeks. The Institute was divided into two classes, and the following programme adopted:

- 8.45 Opening exercises: singing, reading Scriptures and prayer.
- 9.00 A class: written arithmetic, by J. H. Matteson, 40m.
- 9.00 B class: geography, by H. M. Parkhurst, 40m.
- 9.40 Change and rest, 10m.
- 9.50 B class: written arithmetic, by J. H. Matteson, 40m.
- 9.50 A class: geography, by H. M. Parkhurst, 40m.
- 10.30 Change and rest, or singing, 10m.
- 10.40 A class: grammar, by Prof. N. White, 40m.
- 10.40 B class: history, by the Commissioner, 40m.
- 11.20 Change and rest, or singing, 10m.
- 11.30 Spelling, by E. J. Dickinson, 30m.
- 12.00 Intermission, 75m.
- 1.15 Algebra, by J. H. Matteson, 30m.

Teachers' Conference, by those not interested in algebra, under the direction of the Commissioner.

B class : grammar, by N. White, 40m.

A class : history by the Commissioner, 40m.

Change, rest, &c., 10m.

A class : mental arithmetic, by J. H. Matteson, 40m.

B class : reading and vocal culture, by N. White, 40m.

Change and rest, or singing, 10m.

B class : mental arithmetic, by J. H. Matteson, 40m.

A class : reading and vocal culture, by N. White, 40m.

Professional lecture, and adjournment.

had but six evening sessions, four only devoted to lectures ; deeming better to spend the time in studying. Each instructor, while conducting his or her exercise, paid particular attention to impressing upon minds of the class, the best modes of conducting a similar exercise in school room, making that exercise at the same time, a model exercise. Quality, order, system and promptness, were made cardinal virtues at institute ; showing by practice, as well as by theory, what was expected of the teachers in their schools.

Though almost an entire change has been made in the ranks of the teachers of the third district of Oswego county, within the last two years, the same zeal and determination to place her schools in the first ranks, exists, and we trust will be crowned with success.

The great wants of our schools in this district, are a more earnest co-operation on the part of parents, with teachers ; a greater willingness to sustain the best teachers, and the best only ; and a greater realization of the importance of our common schools, to our national existence and prosperity. The teachers are mingled freely with the patrons of the schools, and have generally been willing to second any movement for their improvement.

The duties of the office of School Commissioner, are laborious, and often tedious, and but ill paid in dollars and cents ; yet I will not complain.

There are heavy expenditures to be met in every other direction ; and if our schools are sustained, our teachers better paid, our pupils better taught, I shall be satisfied without an increase of pay for my services ; feel that if I but do my duty, I shall reap a far richer reward than that of money. In the improved condition of our schools, which shall exert an influence for good throughout ages yet to come, and still live on when

“ The mouldering dust that years have made,”

have settled upon my last quiet resting-place.

Very respectfully,

W. S. GOODELL,

School Com. 3d dist. Oswego Co.

TWELFTH ANNUAL REPORT OF THE  
OTSEGO COUNTY—FIRST DISTRICT.

DECATUR, Jan. 22, 1866.

Hon. V. M. RICE, *Superintendent of Public Instruction*:

My Dear Sir—In compliance with your request, I submit the following brief Report in regard to the schools under my supervision :

**CONDITION OF SCHOOLS.**—During the time I have served as School Commissioner, I am pleased to see a growing interest on the part of the inhabitants in relation to common schools. This is shown in part, by an improved condition of school buildings and grounds, but more especially by the employment of a better class of teachers to instruct their children, than formerly. But in some districts, I am sorry to say, they do not employ the best teachers, but the cheapest, and have them teach just long enough to draw the public money.

**COMMON SCHOOLS.**—There are within my jurisdiction, as will be seen from my abstract, 166 school districts. The whole number of children between the ages of five and twenty-one, at the close of the last school year, was 8,200. The whole number reported as attending school some portion of the time during the past year, was 6,207; showing from the reports that 1,993, between the ages of five and twenty-one, had not attended school during the last year.

**SCHOOL HOUSES.**—I am happy to be able to report that the school buildings in the first district of Otsego county are very much improved during the last school year. Four large and commodious houses have been built within the year. The inhabitants of some eight or ten other districts have already applied to me for orders to allow them to raise money to build school houses the next year. I think this is due to the new school law. I have labored earnestly to impress upon the minds of trustees and parents the necessity of good houses for the education of their children.

**TEACHERS.**—I have granted 250 certificates during the last school year. I have granted but few first grade certificates since I have been in office. I very cheerfully grant the first grade, where I think the applicant deserves it. Teachers' wages average from \$20 to \$40 per month for gentlemen and \$10 to \$20 for ladies.

The most of the teachers in nine of the towns, attended our Institute last fall: the other three towns lie at so remote a distance, that but few of the teachers residing in them did attend; and I am informed by some of them that they would have attended, but they expected a Union Institute to be held at West Winfield, which was much more convenient for them. I find, as a general rule, that as soon as a teacher gets a State certificate, he then ceases to have any interest in Institutes; and the same is true of first grade certificates.

**TEACHERS' INSTITUTE.**—The Commissioners have this fall, held separate Institutes, which I think a good plan, as we are enabled to get almost as many teachers to attend the District Institutes as the County Institutes. The Institute for the first district was held at Cherry Valley,

commencing Oct. 11, and closing Oct. 21; and was said by those who attended, to be one of the best Institutes ever held in Otsego county. I think Institutes to be of invaluable service to the teacher.

**PRIVATE SCHOOLS.**—The number of private schools in this district is nine, with an attendance of 258 scholars.

**ACADEMIES.**—There is but one in this district, situated in the village of Cooperstown, and in a flourishing condition.

**TRUSTEES.**—I have had great trouble in collecting school reports, and the fault is, in some respect, due to the town clerks; they do not take any pains to distribute the reports, and less to collect them, and never look them over to see if they are correct; consequently the laborious duty of collecting reports, and getting them correct, is the most difficult duty of the Commissioner. I find in the districts where there is but one trustee, the business of the district is done the most correctly and promptly.

**DISTRICT SCHOOL LIBRARIES.**—These are, for the most part, in a very poor condition. With but few exceptions, no care or interest is manifested by the inhabitants, in regard to them.

**SCHOOL COMMISSIONER.**—The following is a summary of the labors performed in the discharge of my official duties. In addition to the labors of holding an Institute, and making my abstract from the trustees' reports, I have visited sixty-four schools. I have examined a large number of teachers at my residence; besides making the tour of the district, comprising 12 towns, for the examination of candidates. I have altered the boundaries of several districts, carried on an extensive correspondence, published notices, &c., &c.; besides promptly distributing to supervisors, town clerks and trustees, all matter sent to me from the Department of Public Instruction for distribution.

Thus far, during my official term, I have not once failed to meet my engagements. I shall continue to perform all the duties pertaining to my office, to the best of my ability.

Very respectfully,

JULIUS R. THOMPSON, *School Commissioner.*

#### OTSEGO COUNTY—SECOND DISTRICT.

The Hon. V. M. RICE, *Supt. of Public Instruction:*

I have the honor of congratulating you, on the fact that while the financial and commercial affairs of our nation have been seriously deranged by the bloody hand of treason, and the minds of the people turned from the peaceful arts and sciences to the exciting scenes of the battlefield, and many of our best teachers and scholars have left the school room and sacrificed themselves upon the altar of our country; and while the brightest geniuses of the age have exchanged the pen for the sword and the scholar's robe for our nation's uniform—our educational resources have been unimpaired, and there has been a steady and growing interest in the great cause of education, and the people begin to realize

that the strength and permanency of our government lie in our common schools; and where our country is dotted with school houses and churches, law and order prevail, and the "stars and stripes" are respected as our nation's emblem. But much still remains to be accomplished. Our schools can never take their destined place until they are cared for and appreciated by the people, and the teacher is ranked among the other professions; and I believe that one of the *many* blessings that will result from our bloody contest, is to hasten that time. While I have not neglected to visit our schools, and aid and encourage both teacher and pupils, I have felt that the great work of progress must be wrought by the people; and have labored to bring about that result, by inviting them into these schools, lecturing and holding evening exercises. I think our Association is doing much in that direction, as we have a flourishing one and largely attended. If Commissioners would spend more of their time with the people, greater good would result from their labors. Their arduous and unrequited services are becoming better appreciated, and the people feel that they are laboring for the welfare of their children, and are willing to co-operate with them.

Owing to the number of schools in my district, I am unable to visit them all each term, and do what business is consequent to the office, but design to visit them all during the year, and as much oftener as I can reach them. I visited last year 237 schools scattered over 12 large hilly towns, and met the teachers twice in each town for class drill, besides listening to the numerous calls of trustees and others.

One of the great hindrances to the progress of our schools is a lack of suitable buildings not only for the comfort and convenience of the children, but of an attractive character: something to create in their minds not only love of order, but of the beautiful; something that will elevate their minds, and make the school room a pleasant resort; something that will drive from it that dingy, prison-like appearance, that begets in the mind of the child that dislike for school that is not only so demoralizing, but detrimental to its progress. Not only are the houses mostly unfit, but many of them stand within the limits of the highway, without ornamental trees, yard or play-ground, or anything but the broken panes to tell the passer-by that this is a temple of learning. But this, like every other evil, must be remedied by the people. Make the people right, and our school houses will be right. I am happy to report some honorable exceptions in my district, and also a growing interest upon this subject. There are a number of new houses now in process of construction.

Our school houses are also poorly supplied with suitable apparatus: they all have blackboards, or a substitute for one; but few have suitable maps or globes. Irregularity of attendance is another evil, and its reform is loudly demanded by teachers; and it is a great hindrance to the progress of our schools, as it not only begets slackness and a want of punctuality on the part of the child, but prevents proper classification, which is so essential in a well regulated school. This I attribute, not

much to the effects of a rate-bill, as to the carelessness or indifference parents—the want of a proper appreciation of an education. This evil must be remedied by public opinion.

A vast multiplicity of text-books also impedes the progress of our schools, and adds much to the labors of teachers. But this evil might be lessened, if teachers would resort more to oral instruction. A lack of a judicious selection of books is another evil that time must eradicate. Many are loth to embrace new things; consequently their children must use the same books they used in school. I find some using Town's Readers, Adams' Arithmetic, Kirkham's Grammar; all good in their day, but rather antiquated. The books mostly in use are Sanders' Series of Readers, Brown's Grammar, Thomson's Arithmetic, and Colton & Fitch's Geography. I have labored to introduce the Government Class Book, A. W. Young, and have met with unparalleled success, having been able to form a class in nearly every school I have visited. I have also introduced Quackenbos' Primary History of the United States: it is highly commended by teachers and scholars.

owing to the small compensation of teachers, that employment is made paratary to one more lucrative; consequently our schools are supplied with young and inexperienced teachers. I have done what I could to raise the standard of education; but that also is in the hands of the people; for there will never be a higher grade of teachers until the people demand it, and are willing to pay for it. I have the pleasure to report an increased call for first grade teachers.

There have been employed in this district during the past year, 337 teachers; of whom 276 were females, and 61 males. The year previous, there were 263 females and 99 males. Male teachers command in winter about \$1 per day, and board; females, about 75 cents—a greater disparity in price than in quality. Males have more physical strength and endurance, to combat the difficulties with which they are surrounded in our rural districts; but nature designed woman to be the instructor of youth.

There are 8,008 children of school age in my district, of which 6,367 attended school during the past year. The number of days' attendance was 497,957, making about 78 days attendance each. The average time spent in each school was 30 weeks.

I held a District Institute at Morris, commencing September 18 and continuing for the term of two weeks. It was a time that will long be remembered by the teachers of this district, not only for the encouragement kindly greeting they received from each other, but for the instruction imparted and enthusiasm awakened by the able faculty employed. We were fortunate in securing the services of that accomplished scholar and successful teacher, Chas. F. Thompson, former Commissioner of the First Assembly District; and of A. C. Bunn and J. C. Shumway, both conducting the exercises assigned them with honor to themselves and profit to those under their charge.

We are also under renewed obligations to the Department for securing the services of Prof. C. Townsend, of Rochester, and assigning the same to our county. His pleasing and instructive Lectures on Civil Government and signs of character, will be held in grateful remembrance by those who had the pleasure of listening to his eloquence. We are indebted to him for the interest manifested in civil government, and the success the Government Class Book has met with. May he long live to enjoy the fruits of his labor. A lecture was also given by A. C. Bunn: Subject, "Influence of Matter over Mind." Mr. Bunn handled the subject in a manner that showed he was an accomplished scholar and original thinker. I gave one lecture: Subject, "The Teacher." Our Institute was a decided success, and has done much to dispel that cloud which has long brooded over Otsego county.

We have three academies in this district, of which I have not sufficient knowledge to report. Although our schools are not what they should be, yet I feel a brighter day is dawning; that the people begin to inquire after the welfare of their children, and a general interest in the cause of education pervades the public mind.

For statistical information, I refer you to my Abstract forwarded to the Department.

Allow me again to express my renewed thanks for the confidence and many favors I have received from the Department; for the generous hospitalities I have so liberally shared in my official visits, and for the kind reception I have received from teachers and pupils; and it shall ever be my aim to so discharge my duties, that I may still receive that confidence.

And now that the din of battle has ceased, and the red hand of treason become palsied, and our proud eagle perched above the reach of *foreign* foe or mad ambition's grasp; may the cause of education receive that fostering care that our regenerated condition demands; and may we have hearts to bless and adore the Great Disposer of human events, for His protecting arm that has been thrown around us, in causing this nation to become in *truth* and in *practice* what it has ever been in theory—land of *universal* freedom.

B. C. GARDNER,

*Commissioner 2d District Otsego Co.*

NEW LISBON, Jan. 1, 1866.

#### PUTNAM COUNTY.

Hon. V. M. RICE, *Superintendent of Public Instruction:*

In addition to my Annual Abstract of the reports of trustees, I submit the following Report on public instruction within my district:

COMMON SCHOOLS.—The interest manifested on the part of the inhabitants in relation to common schools is increasing. This is shown by efforts being made to build better school houses, and their expressing a desire to obtain the services of better qualified teachers.



**ATTENDANCE.**—The children usually attend the common school from the age of five to sixteen years. Nearly three-quarters of the children of school age have attended the schools for some portion of the time during the year. The number of children between five and twenty-one years is 4,669, and the number of children attending school during the year is 3,132. The average daily attendance during the year is 1,266.271. The number of private schools is 22, and the number of children attending them is 591.

**RATE-BILLS.**—I think the effect of moderate rate-bills has a tendency to stimulate, rather than hinder a good attendance. This may be seen from the fact, that in those schools which are supported almost entirely by the public money, the inhabitants care less about the kind of teacher they have, or the regular attendance of their children, than those who pay larger rate-bills.

**SCHOOL HOUSES.**—There are 60 school houses; some of them are in good condition, some are being repaired, and some are being rebuilt. The play-grounds are generally small, and in many instances nothing but what is included in the highway. There are two districts without school houses, one of which (District No. 11, Phillipstown, which was formed October 1, 1865,) will have a school house at an early day.

**APPARATUS.**—In every school house there is a blackboard, though some are too small; some are furnished with a globe, maps and charts.

**TEACHERS.**—There were 84 females and 28 males who taught during the year. There were three Normal graduates who taught during the year, and four who were licensed by the State Superintendent. Few have studied any work on the theory and practice of teaching. Male teachers generally follow teaching only a small portion of the year.

**WAGES.**—Teachers' wages are from \$16 to \$50 per month, inclusive of board, for male teachers; and for female teachers, from \$12 to \$25 per month.

**SCHOOL COMMISSIONER.**—There are sixty-two school districts in this Commissioner district, being an addition of one district during the year. I have visited 107 schools during the year. I have reached all the schools twice during the year, with the exception of 14. I have visited the several towns for the purpose of distributing blanks, circulars and affidavits; and also for the purpose of advising trustees and other school officers in relation to our schools, but have been unable to obtain the names of all the officers, to report the same to the Department.

In conclusion, permit me to say that the prospect for the future is encouraging. The people are awaking to their better interests, by providing better facilities for instruction, and by employing teachers better qualified for their positions. We may then take courage, and look forward with bright hopes to the future.

Your obedient servant,

WM. TOWNSEND, 2d.

*School Commissioner.*

BREWSTER, Dec. 27, 1865.

TWELFTH ANNUAL REPORT OF THE  
QUEENS COUNTY—FIRST DISTRICT.

FLUSHING, L. I., *February 5, 1866.*

HON. V. M. RICE, *Superintendent of Public Instruction:*

Dear Sir—I have the honor of submitting the following Report upon educational interests within my jurisdiction:

In this Commissioner District are but three towns, with a total of 42 school districts, and employing at the same time 72 teachers. Of these 22 districts, 13 have free schools—six in the town of Flushing, four in North Hempstead, and three in Oyster Bay: five have special acts, and eight are Union Free Schools. Seven have adopted the latter system since my election; and as I have contributed considerable labor towards bringing this about, I shall feel at the end of my term, that if I have done nothing more, my labor has not been all in vain.

Public opinion has been much divided in regard to the free school question; but I think it is more a division in regard to details, than the abstract question whether the schools shall be free. In our county, however, the system is growing into popular favor. The great benefits which arise from the system are many. It causes a greater interest in the schools on the part of the tax-payers. A board of education is elected, which holds regular meetings, and the wants of the school are better attended to. The mode of supporting the school enables the board to employ better teachers, by paying better salaries; and also to furnish the school with books, apparatus, &c. The attendance is larger and more regular, for the reason that the poor can better afford to send to school, and the rich feel that they must share in what they help to pay for. And again, the attendance is better, because the school is better; and, too, the school is better, because of the better attendance.

Education and general intelligence are indispensable requisites for a discreet exercise of the elective franchise, and the varied duties of the citizen. We allow almost universal suffrage. The vote of the poor man, however ignorant he may be, has the same weight in the ballot box as that of his rich, educated neighbor. That box is indeed the medium, if not the source of power; and how is this power to be safely exerted, unless intelligence goes with it? The State, the body politic, has an interest, then, in having its citizens educated as well for this as other duties. Every one will admit the foregoing proposition; and then the question arises: How can this desirable result be promoted? Make our schools free, so that no child shall be excluded on account of the poverty of his parents, or be degraded in his own feelings, or taunted by his associates as being there on the pauper list. Children of extremely poor parents have embarrassment enough to overcome, from the mere fact that they know they are not as well conditioned as those who move in a higher sphere.

It may be said, that under the rate-bill system our schools are so free that any child can be educated. This may be substantially true, and yet

know that many have been debarred, from the inability of parents to the rate-bills, and their reluctance to place their children in school charity scholars. The pride of even a poor man revolts at the latter position, as well on account of his own humiliation of feeling as of respect to the feelings and spirit of his child.

Hence make our schools free, and we shall secure a more general education to our citizens. But it is objected that the property of one man should not be appropriated to educate the children of another. "If this is a valid objection, it is equally so against the law which has for many years imposed part of the expense of schools on property. The objection, in my judgment, is not well taken; for as long as laws have to be made and enforced to protect property, the public have a right to judge and decide how that protection can be best and most cheaply afforded. Property is subjected to the expense of maintaining police regulations, criminal courts, jails and State prisons, poor-houses and paupers. No one denies the truth of this proposition. Now, I imagine, criminal statistics will abundantly prove that education greatly restrains crime; so, also, in regard to pauperage. Probably no more efficient protection can be prescribed for the safety of persons or property than a general diffusion of education through the common school, and no regulation that will so greatly limit the expense for the poor. Hence, when we tax property to support schools, we violate no private right; we merely adopt the same principle that has always governed in relation to criminal proceedings. No one thinks of requiring a parent, who has a vicious child, to pay for proceedings to bring him to justice.

Not only is property more secure, but the order and quiet of society and the life of the citizen is more safe in an educated community than in an uneducated one. Ignorance is truly the parent of vice. An intelligent community is far more respectable, and adds strength to the political fabric. "Knowledge is strength," and when it is connected with the ballot-box and jury-box, and, in short, with all the duties of citizenship, one can adequately estimate its value or importance. It not only protects but enhances the value of property. What man, in his senses, would place as high an estimate on farms in an uneducated, ignorant neighborhood, as he would when it was surrounded by intelligent and educated farmers?

A good man, from the mere sympathies of his nature, will desire to do for his fellow-men, and the children of his fellows, so situated in the world as will best promote their respectability and happiness. Hence he will freely contribute of his substance to promote so desirable an object, and this consideration will prompt many to sustain a system of education; but all do not so regard it, and hence the necessity of laws to compel contribution. Sympathies, then, need not be invoked as reasons of State afford an abundant justification. May we not, then, see a law passed by the Legislature which shall make all the

Assem. No. 90.]

schools of the State entirely free to every child? But even as the law now stands, much good may be done. Commissioners can do no better work in their districts than to labor for the adoption of the free school system.

But I believe this is intended for a report and not an argument. If, however, what I have written shall cause one school district to adopt the free system, it will answer its end.

The law ought to be so amended as to give the power to license teachers, in districts having special acts and yet no superintendent, to the School Commissioner. Trustees are no better qualified to license teachers by their having a free school; and then the power to license, and that to employ the teacher, should be exercised by different parties.

I have granted during the year 10 first grade, 24 second, and 22 third grade certificates, and have refused certificates to three applicants. I have also recommended the granting of State certificates to two teachers. My first and second grade certificates, by your sanction, are made to expire on the first day of the Annual Institute. So far this has operated well.

The change in the mode of apportioning the public money has caused a considerable increase in the attendance during the past year. The whole number of children, between the ages of five and 21, residing in the district, is 8,711; of these, 4,706 have attended school during some part of the year, an increase of 522 on the previous year, or over 12 per cent. The average daily attendance for the year has been 2,000. I have no doubt that when the public have become generally acquainted with the law, the percentage of increase will be still greater.

It seems to me that an unnecessary amount of labor will be imposed upon Commissioners in making the apportionment, by carrying out the average daily attendance to so many places of decimals. I think that the amount apportioned according to the attendance, should be upon all children attending the school. If one district educates children residing in another, it should receive moneys in proportion.

There have been employed in this district, during the year, 105 teachers, of whom 27 were males and 78 females; five were licensed by the State Superintendent, 12 were Normal graduates, and 88 were licensed by the School Commissioner and Boards of Education.

The number of private schools is 35, and the number of pupils attending them 743. The Flushing Institute, located in Flushing village, is a well conducted institution, and has in attendance about 125 pupils, all boys. The faculty consists of nine teachers. The boys are prepared for the Sophomore class in College or for business.

The Catholics of Flushing educate their own children, independently of any assistance from the State. Their schools are free to all who choose to patronize them, and, in consequence, there are no Catholic children in the public school. The sexes attend different schools, both of which are large, and I think well conducted.

We have one colored school, located in Flushing: a colored man is employed as teacher.

We have a number of large schools. The largest is in the village of Flushing, and employs nine teachers. There are several schools, however, that are in a very feeble state. No. 7 in Oyster bay contains but 17 children of school age; No. 20, but 32; and No. 21, but 41. No. 24 has had no school since I have been in office. No. 7 is on a neck, and is so situated that it cannot be united with other districts, and the other districts mentioned are so sparsely settled that it would not be advisable. No. 7 is supported almost entirely by one man, and yet it was kept open during the past year for a term of 40 weeks; an example for many larger and abler school districts to emulate.

The average length of time school has been taught is a little more than 40 weeks.

The text-books principally in use are the National Series. The uniformity is good, and the children are generally well supplied.

As to libraries, the money expended upon them might better be bestowed for some charitable object—given to School Commissioners, for instance. It would then do some good: now it is thrown away. But little dependence can be placed on the reports of trustees as to their value.

I may here say, too, that a great deal of patching must be done to trustees' reports, by the Commissioner. The affidavits in regard to average attendance contained some pretty "tall swearing." The trustees of one district, where the school house would accommodate about 25 or 30 pupils, swore that their average daily attendance was 860. In another district, they swore that the whole number of pupils was 50, and average attendance 150. These were the worst cases; but there were but very few that were correct. Financial accounts, when they balance, are made to do so in many cases by finding the amount by subtraction that will make them balance, and then inserting it. In some cases they won't balance: in other cases, the report is but half finished when sent in. The most of these faults arise from sheer carelessness. I am not willing to believe it is ignorance.

Our Institute was held at the village of Jamaica, commencing on the 20th of November and continuing 11 days. The interest manifested by teachers, and by the citizens of Jamaica, was very great. The Institute was in charge of the Commissioners, who were assisted by Profs. J. Madison Watson, E. B. Knapp, N. J. Gates of Flushing, C. Townsend, and others. Prof. Knapp has been with us two years before, and has made himself very popular with our teachers. I would commend him to Commissioners as one of the best Institute instructors in the State. Prof. Watson's services were highly appreciated. No man works harder in an Institute, or gets more work out of the teachers than he.

Lectures were delivered evenings by Hon. F. W. Ricord of New Jersey, Rev. P. D. Oakley of Jamaica, Prof. Charles Northend, Prof. Henry

Onderdonk of Jamaica, Prof. Watson, Rev. C. Bachman of Jamaica, and Mr. N. J. Gates.

My work during the year has been, I presume, much the same as that of other Commissioners. It is unnecessary to repeat the varied duties a School Commissioner is called upon to perform. I have endeavored to do my duty; but if I have failed in any particular, the fault has been rather in my want of ability than inclination.

A note from you called for a *short* report. If I had given you this, it might have been more acceptable than the hastily written, though *not* so short, report which I send you.

I am very respectfully yours,

CHARLES W. BROWN,

*School Commissioner.*

#### QUEENS COUNTY—SECOND DISTRICT.

Hon. V. M. RICE, *Superintendent of Public Instruction* :

Sir—In accordance with your request, I have pleasure in submitting the following brief Report from the Second district, Queens county, comprising the towns of Jamaica, Newtown and Hempstead:

SCHOOL HOUSES.—In my last year's Report, I remarked that three of the school houses in this district were past all hope. I am happy to inform you that since that time, two of them have been replaced by new, substantial buildings, a credit to each district; and the remaining one, I have no doubt, will follow suit before another year. We have altogether thirty-eight school houses in the district. The most of them are comfortable; but many of them might, with a little expense, be materially altered and improved. Very little attention is given to ornamenting and fencing the play-grounds. I have made every effort to induce trustees to pay particular attention to the ventilation of their school houses, and in many instances with good results.

RATE-BILLS.—The rate-bills continue in two of the towns throughout; in the remaining one, they have a majority of Union Free Schools. I shall hope to see the whole districts follow in the good work of the latter town.

I regret to find many schools just kept open long enough to draw the public money; and frequently drive many miles to find a school house closed, call on the trustees, and some will say, "We cannot find a teacher." The simple reason is, a good teacher will not take the mere pittance offered. I know of one male teacher who labored faithfully in the service for years at a salary of four hundred dollars; he asked for an increase of two hundred dollars more; it was refused and he left the school, and now is employed as a mechanic at three dollars a day.

SALARIES.—The salaries of male teachers average about five hundred dollars a year; females, about three hundred. Very few male teachers are employed in this district.

**ACADEMIES AND SEMINARIES.**—There are two seminaries and one academy in Jamaica village, all in operation, and supposed to be as well conducted as any institutions of the kind in the country.

**APPARATUS.**—The school houses throughout the district are well supplied with blackboards, globes, outline maps; and many of them have locutionary charts.

**PRIVATE SCHOOLS.**—These are gradually diminishing in numbers. There are but twenty-seven in this district, and the number of pupils is 489.

**LIBRARIES.**—Very little attention or interest is taken in school libraries. Few books are read, and they appear generally to be much neglected; and the reports of many trustees in regard to them, I am inclined to think, are mere guess work.

**INSTITUTE.**—The Institute for this county was held at Jamaica, commencing on Monday, 20th November, and continued two weeks. The attendance was large, and considerable interest was manifested by the teachers in attendance. Professor C. Townsend, of Rochester, dropped in amongst us, or, as the Professor said, "he was sprung upon us" very unexpectedly; but we were more than pleased, and very much gratified to hear his instructions on Civil Government. All the teachers, after this time, will be expected to pass a rigid examination on that subject. My associate, Mr. C. W. Brown, will give you in his Report additional details about the Institute.

**SCHOOL COMMISSIONER.**—I have visited and inspected nearly every school in the district three times this year, and many of them five or six times. I invariably request the teacher to proceed with the exercises as usual, so that I can have an opportunity of knowing the progress made by the pupils since my last visit, and the ability of the teacher to instruct. After hearing the different classes, and examining them as they go on with their exercises, I generally conclude with a few words of encouragement, urging upon them the necessity of prosecuting their studies with vigor while they have the opportunity.

Very respectfully,

WM. D. WOOD,

*School Commissioner.*

JAMAICA, Dec. 31, 1865.

## RICHMOND COUNTY.

Hon. V. M. RICE:

Dear Sir—The undersigned School Commissioner for Richmond county, respectfully submits the following Report:

There are, in the towns under my supervision, 24 school districts. The whole number of children between the ages of five and twenty-one, residing in the county, is 9,718. The number of children between five and twenty-one years, as given by the trustees last year, was 9,602, showing an increase of 116 for the present year. Whole number of

children attending the schools during the year, 4,294; against 4,361 last year.

**SCHOOL HOUSES.**—According to the reports submitted by trustees, the total number of school houses is 22; of which 14 are frame, seven are brick, and one stone. A few of the school houses are neat, well arranged buildings, with shade trees and proper play-grounds; but many are old and dilapidated. The out-buildings of some are in a very bad condition, and very much neglected; a few are barely in a condition to be useful. All the houses are warmed by stoves, and ventilated by lowering the window-sash.

Most of our schools are furnished with blackboards; many of them have maps and charts, and a few have globes. The branches of study, generally pursued, are reading, spelling, arithmetic, geography and grammar. The pupils begin to attend at the ages of five or six, and end their attendance at 15 or 18.

**TEACHERS.**—Fifty-one teachers have been employed during the past year; of these 18 are males and 33 females, a large majority of whom "take up" teaching as a temporary employment, until something "turns up" that will pay. A larger per cent. of certificates granted are third grades.

**PRIVATE SCHOOLS.**—The number of private schools, as given by trustees, is 37, and the number of children is 764, which I am satisfied is far below the mark.

**PAROCHIAL SCHOOLS.**—There are four in my district, two of which I have visited. One, connected with St. Paul's (Episcopal) church, commenced in September last, with twenty-five children: at the close of the year, they numbered 120. There are two teachers (females). The principal has had many years experience in teaching in England, France and Canada. The Assistant has a diploma from the Normal School of Canada: they are assisted by the ladies of the church, in instructing the children. Each child pays ten cents per week, and everything is furnished.

The other, under the supervision of St. Mary's (Catholic), commenced in October last, and now numbers 240 children. It is under the charge of the Sisters of Mercy, who seem to feel fully the importance of their charge, and are devoted to their work.

I find the attendance at those schools much more regular than at our public schools. The school of "St. Mary's" is free, and text-books furnished.

**SCHOOLS FOR COLORED CHILDREN.**—There is but one school for colored children in this district, and that school is supported by school District No. 1, of Middletown. The school is taught by a colored teacher (female).

**TEXT-BOOKS.**—It would be almost an endless task to attempt to enumerate the various kinds, qualities and characters of the text-books used in the different schools. Indeed, in this respect, there is the greatest need of reform. You will often find, in some of the smaller



ools, as many different books as there are children. Proper classification is out of the question ; and the time of the teacher is wasted, in going over and over the same subject with small classes in each of the several text-books.

**DISTRICT LIBRARIES.**—The condition of district school libraries is not satisfactory, in many districts, as might be desired ; nor are they held in the estimation they were in former times. I am of the opinion that one-half of the money annually expended for books for the different districts within my district, would be more useful if applied to the payment of teachers' wages. Libraries increase but little in the number of books : they receive but little attention, and the books purchased are of a character unsuited to the wants of those who read them. They are read but little : many districts have no suitable place to keep them, and often there is no record kept of books taken out. Upon the whole, I think they have ceased to be useful.

**UNION FREE SCHOOLS.**—There are seven Union Free Schools organized under the law of 1853, and one Free School organized by special act.

During the time that I have served as School Commissioner, I can perceive a growing interest on the part of the inhabitants in relation to common schools : this is shown by electing a better class of trustees, and by securing the services of a better class of teachers than formerly ; but in too many instances, I regret to say, the feeling seems to be, not to employ the best teacher for the longest possible period, but the one that will serve the longest term for the least money.

In conclusion, I may be permitted to add, that the schools under my care are in a fair state of progress ; hoping that the future will give us more marked improvement,

I am, respectfully yours,

I. LEA.

STAPLETON, Dec. 27, 1865.

---

### ROCKLAND COUNTY.

The undersigned, School Commissioner for the only District in Rockland county, in addition to the Abstract herewith furnished, would present the following:

The information called for, and which is now contained in the Abstract and the Reports of the Trustees, is so full, that a recapitulation of the various topics, usually treated of in the Reports of School Commissioners, is rendered in a great measure unnecessary. To describe from year to year the condition of our school houses, whether they are conveniently arranged, properly ventilated and supplied with the necessary buildings ; whether they have any play-grounds attached, or stand by the public highway with the "long lane" for such play-ground, and any other subjects of like character, seems to be a fruitless undertaking, not very gratifying to the Department on account of its sameness from year to year, and much less to him who is called upon to make

the report. It seems to me that by far the greatest good would be accomplished by a comparison of views in regard to the best means of remedying the evils which hang around our present system of public instruction, as prescribed by law.

The Reports of the several School Commissioners are filled from year to year, with glowing descriptions of the sorrowful condition of a large number of the schools in the State; the apparent want of interest manifested by parents in the educational welfare of their children; the evils resulting from the frequent change of teachers; and the causes which, in most instances, bring about these alterations, and many other topics of kindred import; and yet how few are the remedies suggested!

The various instrumentalities which are employed for the improvement of our schools, by furnishing a supply of teachers properly qualified for the discharge of their duties, are highly praiseworthy and not to be dispensed with. In these instrumentalities I include Normal Schools, and all the Academies having a department for the preparation of teachers, Teachers' Institutes, Teachers' Associations, and all the means employed for the purpose of improving the qualifications of teachers; and yet how many of those who graduate from our Normal schools and our academies are to be found teaching? How many of those even who have not graduated from such institutions, but who have attended Teachers' Institutes and otherwise enjoyed facilities for improving themselves, will you find in our schools? Why is it that we find them all seeking other employment? Again, why is it that we find so small a proportion of our children of school age attending our schools? And of that number, why such an irregular attendance as is shown by the Statistical Reports of the trustees?

Out of the number between five and twenty-one, less than half have attended the schools at all, in this county, during the last year; and that number, the average attendance has been about one-third.

Again: Why do we find our school libraries so little appreciated, and in many instances so shamefully neglected? Why do we have so much dissension in districts; so many applications for divisions of districts, and many petitions of like character? Is there any remedy for these evils, other than the means which have heretofore been employed? Can they be reached in any other way than by a radical change in the organization and conduct of our school system?

This seems to me to be the point to which we should direct our serious and earnest attention. Would not many of the difficulties hinted at above be avoided, or removed, by a uniform system of free schools throughout the State?

It is quite unnecessary, at this day, to write a dissertation upon the intimate relations of an enlightened and virtuous people to the free institutions of our country, or to attempt to show how necessary it is for the State to educate and train up its citizens to the fullest enjoyment of

the benefits it can bestow. The only question which needs any discussion now is, how can she best subserve the end desired?

Again I ask, would not a uniform system of free schools make a surer approach to the accomplishment of this duty, than the course heretofore adopted? If made free, should not all the district schools in the State be supported by an apportionment of moneys raised by a general tax, the same as the public moneys are now apportioned? (Many strong arguments might be given against the propriety of supporting the schools in the districts, severally, by a tax upon the property of such districts.) If made free by a general State tax, what would be the best mode of apportionment to the several districts, in order to bring about employment of efficient teachers, and a better attendance of the children?

Again, so far as regards the employing of teachers, would it not be better to have a board of education in each town, whose duty it should be, among others, to employ the teachers in the schools, and to whom the teachers would be amenable, and not to trustees of districts, who are influenced so frequently by imprudent complaints of parents to the injudicious exercise of power?

These questions are suggested for the purpose of stimulating inquiry upon the subject. I have long been under the impression that we shall be able to make our schools what they should be, under the present rate-bill system. The objections to it have been shown in many of the Reports of the Commissioners heretofore made to the Department.

I believe that a system of free schools, supported and conducted in the manner foreshadowed in the questions above proposed, would have a tendency to relieve our schools of much of the embarrassment they have to contend with; would bring in and retain a higher grade of teachers, and be the means of drawing into the schools a larger proportion of the children and securing a more regular attendance. These objects being attained, a large share of the evils above enumerated, with very many more, would be obviated; harmony would be secured in the district, from a lack of any opportunity to disturb it, and the general welfare of society would be promoted.

One of the greatest sources of difficulty in school districts is the power which is given to the inhabitants and trustees in school districts, and the want of a proper discretion sometimes in the use of it. Political animosities, religious sectarian prejudices, and like causes, often control their action in the discharge of their duties; blinded thereby to a proper appreciation of the obligations they are under to their children and the State.

I might go on at length and enumerate the many advantages, which, in my judgment, would flow from such a change as is here indicated. It would no doubt be opposed by many; but in confirmation of my opinions upon this subject, I will only refer to the public schools of the city of New York, and all those cities in the State where the system has been

adopted. We can not shut our eyes to the fact that they are, beyond comparison, above the present grade of our district schools.

I would now briefly submit a rough sketch of a system, which, if properly matured and adjusted in all its necessary details, would not only secure, in my judgment, the proper instruction of all the children in the State, but be in perfect harmony with the character of our institutions and the reciprocal duties of the State and its citizens. I am aware of the opposition which the main features of the plan will meet with, but may we not ask whether this does not arise from selfish prejudice?

I would have the schools all free, supported by a general tax upon all the taxable property of the State, but only so far as regards the payment of teachers' wages. The erection, repairs, necessary appendages, furnishing fuel, and all charges of like character, to be a tax upon the property of the individual districts in which such expenses are incurred.

The apportionment of moneys for teachers' wages to the districts, to be made according to their necessities; which alone can be determined by their reports of the previous year of the actual attendance at the school, and not according to the number of children in the several districts between certain ages.

Each district to elect but one trustee instead of three, whose duty it shall be to see that the school is properly furnished with fuel and all other things necessary for the comfort and convenience of the school, according to the means furnished him by the district at their annual meeting; and to enter, at the end of the school year, on a blank page to be prepared for that purpose, in the School Register to be kept by the teacher, similar to the one now provided for the schools, an account of all the expenditures of the school during the year, certified to by him; which school register, with the daily attendance of the scholars properly verified by the oath of the teacher as now required by law, shall be returned to a board of education of the town, as hereafter recommended; and which register, so returned, will constitute the only report required of him.

Each town in the State to elect a Board of Education, to consist of three or five persons, one of whom shall be elected annually; whose duty it shall be to hire and employ teachers for the several districts in their respective towns, hold the moneys apportioned for teachers' wages, and pay them when properly entitled thereto; perform all the duties which now are required from the Commissioner, in the alteration and division of school districts, and all duties of like character; and to make a condensed annual report for the several districts of their towns, from the School Registers returned to them, to a County or Assembly District officer.

Each county or Assembly district to have a Superintendent or Commissioner, whose sole business would be to examine teachers, visit schools and make the necessary Annual Report to the State Department, and duties of like character; relieving him of the settlement of difficulties

riots which are now so detrimental to his usefulness. I refer to  
 ions and division of districts, &c., which would be left with the  
 of Education in the town, who would always be better informed  
 rd to the proper course in such matters than a county officer can be.  
 is a brief outline of what I believe would, if well guarded and  
 ly framed in all its minor details, promote the best interests of the  
 of the State; remove many if not all of the elements of discord  
 hang like an incubus on the present system; and happily aid in  
 us an intelligent, as well as what we profess to be, a free people.

Respectfully submitted.

NICHOLAS C. BLAUVELT,

NG VALLEY, Dec. 19, 1865.

*School Commissioner.*

### ST. LAWRENCE COUNTY—FIRST DISTRICT.

M. RICE, *Superintendent of Public Instruction:*

Sir—In compliance with your request, I herewith submit the fol-  
 statement in regard to the schools under my supervision for the  
 ar:

e eleven towns comprising the First Assembly district, there are  
 ool districts, in which there have been kept 156 schools for the  
 ate time of 4,343 2-5 weeks, inclusive of legal holidays. The  
 mber of children attending these schools during the year was  
 with a total average attendance of 3,308.238. The number of  
 of school age in the district is 10,783; deducting from this the  
 reported above as attending, and we find 2,737 children of school  
 within the school room the past year.

figures, after making a liberal deduction for inaccuracies in  
 reports, and for those attending private schools, are truly alarm-  
 he cause of the non-attendance of so many children is mainly  
 able to defects in our school system, which it is evidently the  
 f the Department, through future legislation, gradually to over-

cts No. 4, Fine, and No. 4, Gouverneur, have forfeited their  
 money for the coming year, by reason of not having kept school  
 required term of 28 weeks. Districts No. 1, Macomb, and No.  
 gatchie, have also forfeited theirs, by reason of their failure to  
 their trustees' reports in season to be included in my annual  
 . These districts will not be allowed to participate in the dis-  
 a of the school moneys except by *special permission* of the Depart-

ct No. 2, Macomb, always too weak and inefficient to justify  
 ations, and having failed to keep school any portion of the past  
 s recently, by consent of the inhabitants thereof, been annulled,  
 territory attached to adjoining districts.

I have again to acknowledge my obligations to town clerks for their exertions in distributing blanks, circulars, &c., to the several districts, and for collecting the annual reports of trustees. An unusual amount of labor, connected with school matters, has been required of them the past year, and with few exceptions, performed cheerfully and promptly. Considering the services rendered by these officers, it is indeed not surprising that some should raise the question as to the authority that required it. I would respectfully refer such to subdivisions 4 and 5 of section 1, title 5, chapter 555 of the Laws of 1864.

No one appreciates more fully than the School Commissioner the value of the services of these officers in this direction. Difficulties and embarrassments in the affairs of districts, occasioning great annoyance if allowed to reach his department, may often be effectually prevented by their influence and watchful care. So little time is given to the Commissioner, after receiving the reports of trustees, for the completion of their abstracts, that it is impossible to return them for correction, with any prospect of getting them back again in season. The only alternative left them is, from a multitude of errors to gather a few items of truth, on which the Department is forced to rely for information in relation to the condition of the schools of the State.

The importance of this matter may be inferred from the character of the information required by the Department, which is either valuable or otherwise: if valuable, is it not equally important that it should be correct? Truly; but to attain so desirable a result is a matter of no small difficulty, and, under the present arrangement, I despair of a near approach to accuracy. Trustees have been repeatedly appealed to to exercise greater care in the preparation of their reports; yet of the 151 received this fall, I must say I never examined a greater bundle of confusion. But in justice to them, I would say the amount of matter called for in their reports the present year greatly exceeded that of former years, and differed widely in character. And, again, the manner in which their blanks were prepared, with detached affidavits, sent, too, at different times, must have been, as it was to both town clerks and Commissioner, annoying in the extreme. But this seeming irregularity of the Department, which will doubtless be guarded against in the future, was evidently owing to the unusual amount of labor imposed upon them in connection with the experiment about to be made of apportioning a share of the public fund upon the basis of the average daily attendance.

But judging by the past, it is evident that grave inaccuracies in trustees' reports will continue, unless some radical reform is instituted. Various views may be entertained as to the proper course to be pursued; yet, in my opinion, no real improvement will be insured short of legislative action. To this end I would respectfully recommend: *First.* The requirement of town clerks to make, between the 15th day of October and the 1st day of November following, an abstract from the trustees' reports, of their respective towns, for the use of the School Commis-

ier. *Secondly.* The selection of but one trustee, and he, by a majority of the inhabitants lawfully assembled at any district meeting, to be compensated for his services, in their discretion, to the amount of not exceeding ten dollars in any one year; the same to be levied and collected in the same manner, and with like authority, that other school district taxes are raised and collected.

The benefits arising from the first provision are evident—a prompt and accurate report from the trustees of each district of their respective districts. Delinquent districts, now not uncommon, would be duly notified of their tardiness; measures could be immediately taken for the early correction of inaccurate reports, which, under the present arrangement, would be fruitless for the Commissioner to attempt. The State Superintendent, being thus placed in possession of accurate data in relation to the operation of our school system, would not, in each suggestion for its improvement, be compelled as now to make a leap in the dark.

As regards the second provision there will doubtless be a diversity of opinion, a free and full expression of which is respectfully invited. It is a generally received maxim in enlightened governments, “no taxation without representation.” May we not with equal propriety say, “no labor without just compensation?” What justice is there in compelling an individual, under penalty, to perform a given amount of labor without remuneration? The argument so forcibly presented of late, that every person, without distinction, is justly entitled to the products of his toil, whether physical or mental, seems equally applicable here. That the office should, as at present, be purely honorary, applies with equal force and consistency to any other in the gift of the people. Being just in principle it is also pernicious in its operation. Few can be induced to accept it, except under protest, only complying, as would naturally be expected, with its requirements with the most extreme reluctance.

The labors of the trustee are arduous, and sometimes extremely perishing, often exceeding that of any town officer. The employment of him in conveying them, as is often the case, to and from the districts; keeping the school house in suitable repair; providing it with fuel; making out tax-lists, rate-bills, reports, &c., is a work well calculated to dampen the enthusiasm of the most ardent aspirant for such honors,” while if forced upon unwilling hands there is rebellion in nature.

It is to be hoped, therefore, that public sentiment may ere long be so acted as to secure to these officers, in a measure at least, a reward for their services, believing that such a provision, by making the responsibilities of the position more keenly felt, would add new life and vigor to our common schools and the cause of education.

Once a portion of the public money, in March next, is to be apportioned upon the basis of the average daily attendance, the follow-

ing exhibit in relation thereto, of the several towns in the district, may prove interesting and instructive :

	No. of children over 5 and under 21 yrs.	Average daily attendance.
De Kalb.....	1,092	416.97 6
Depeyster.....	474	165.01 5
Fine.....	175	61.65 6
Fowler.....	600	236.46 4
Gouverneur.....	1,199	317.13 2
Hammond.....	634	229.64 9
Macomb.....	694	214.76 3
Morristown.....	687	242.59 8
Ogdensburgh.....	3,106	783.00 0
Oswegatchie.....	1,105	356.69 5
Pitcairn.....	246	102.13 9
Rossie.....	771	182.15 1
Total.....	10,783	3,308.23 8

By comparing the four towns, viz. : Fowler, Hammond, Macomb and Morristown, each having about the same number of pupils, it will be observed the attendance is nearly equal. A similar result may also be found by comparing the three towns, De Kalb, Gouverneur and Oswegatchie; showing the attendance to be nearly the same throughout the district, not being affected, as is sometimes inferred, by local causes. Ogdensburgh shows the least attendance in proportion to the number of pupils, with the exception of the town of Rossie, while the town of Pitcairn shows the greatest.

To what extent the provision, which authorizes the distribution of a portion of the public money upon this new basis, has operated, as intended, to stimulate attendance, we have no means of knowing; all information in this respect, having heretofore been based upon data, upon the accuracy of which little reliance can be placed. But we have good reason to believe that hereafter, when its pecuniary benefits shall have become more extensively known, its weightier benefits will also be seen and appreciated.

An anomaly is here discoverable in our school system. This new basis of apportionment is virtually a premium offered for regular attendance; while the rate-bill feature, still retained, likewise offers a premium for non-attendance. This forcibly reminds me of the sailor who erected a huge bellows upon the stern of his vessel, in order to impel it against adverse winds. The experiment, though a failure, was not without its lesson; since it taught him the principle in philosophy, that action and re-action were equal. If those to whom is intrusted the revision of our school laws were equally fortunate, we might hope yet to see our school system shorn of this ruinous feature. But perhaps we should be content to make haste slowly: we have taken a step in the right direction. But we have been led to infer that the Department, for years past, have recognized the correctness of the principle that the property of the State



should educate the children of the State ; and were led to suppose, though for proper reasons its application was to be gradual, yet that ultimately it would prevail. It is now sixteen or seventeen years since the repeal of the "Free School Law," which had been twice most emphatically indorsed by a vote of the people ; and unless greater progress is to be made in the future than in the past, the present generation, at least, will be unable to realize the benefits of such a feature in our school system. With this principle fully recognized and established, to be followed in due time by indirect compulsory attendance, and we shall then have a system of schools to which the world can not furnish a superior.

Notwithstanding there are various things which, in their practical operation, serve to restrain the prosperous advance of our school interests, yet in my opinion there is no one thing, at the present time, which they so imperatively need, as a thoroughly qualified corps of teachers. Since the teacher is to be the life of the school, is it not of the greatest consequence that he have within him the means of sustaining life ? In the hands of an incompetent teacher, the school, whatever its excellencies, must necessarily languish and die. His attainments can not be too extensive or too thorough. Although the Commissioner is forced to prescribe the minimum of his attainments, it should be remembered that in the opposite direction there is no limit. But because there is no limit to human attainment, let it not be received as a *chill* to the enthusiasm already awakened. I am fully sustained by the very highest authority in saying, that in no part of our State is there a deeper interest manifested, a more fixed determination to improve, than with the teachers of St. Lawrence county ; and I feel bound to congratulate them for the advances already made—the ignorance and prejudice which has been overcome, in the last few years, notwithstanding the antagonistic relations of war. Compare, if you please, the vexatious intermeddling of parents, still too frequent, in matters of school government ; the prejudices existing against Institutes, Associations, map-drawing, topic recitation, object teaching and the like. Of this, many of you\* will be prepared to judge, and will unite with me to rejoice and take courage. In relation to your future action, then, as students and teachers, let there be no shadowy doubts or timid hesitancy. Your course is plain ; your reward certain. Dig deep into the mysteries of science ; enjoy, in the greatest fullness, its hidden beauties. Be prepared not only to impart through your profession a halo of usefulness, but to appreciate more highly the important and varied relations of life.

But I have already extended my report beyond ordinary limits, and I am compelled to omit many points that I would have been glad to discuss. That our school system is imperfect in many respects, and needs "reconstructing," is evident ; yet, amidst all these embarrassments, we have been making steady advancement. That they may continue to ad-

---

\* Made first to Co. Teachers' Association.

vance until every child within our State and Nation, without distinction of color or parentage, be enabled to receive in full fruition the riches of a truly finished and free education, is the ardent wish of the undersigned.

MARTIN L. LAUGHLIN,

HAMMOND, January 18, 1866.

School Commissioner.

### ST. LAWRENCE COUNTY—SECOND DISTRICT.

Hon. V. M. RICE :

Sir—There are one hundred and sixty school districts in this Assembly District; one less than last year, owing to the consolidation of numbers one and nine in the town of Norfolk. A number of alterations in district boundaries have been made, and others are in contemplation. This work has been attended with much labor; for I have acted from the belief that no alterations should be made until the Commissioner perfectly understands the nature of those he is desired to make. No changes in district boundaries have been effected, except by the consent of all the parties interested.

Few changes have been made in school houses, but a number of new ones will be erected the coming year. Already the inhabitants of nine districts have held special meetings, and resolved to build new ones the coming summer, and others are talking of doing the same.

Although a commendable interest is manifested in favor of better buildings for the education of the young, yet comparatively few districts are provided with suitable grounds upon which to build. In some instances, the owners of the land joining the school sites have refused to sell a sufficient amount for school purposes; consequently the districts have been unable to make those improvements they desired to.

The construction of railroads and highways are forced at the pleasure of the parties interested; and I can not see why, with equal propriety, districts may not have the right to obtain as much land, and in such locality as they please, for school purposes. In those instances, they should be allowed to decide what and how much they desire; then it should be the duty of the town assessors, when called upon by the trustees, to assess and report the damages from the holding of said lands, to said trustees; whose duty it should be to collect the said sum from the districts, as other taxes are levied and collected. Your attention is respectfully called to the above proposed alteration, hoping thereby to secure the change during the present session of the Legislature.

The district libraries are a failure: the people have failed to take any important interest in them, and they are almost entirely neglected. Only \$86.30 were paid for library books during the year. These facts show that the Legislature would act wisely, should it cause the money, now appropriated for library purposes, to be used in making provision for supplying the schools with better qualified teachers.

St. Lawrence University, conducted by Profs. Lee and White, and

nton Academy, by Prof. Ball, are furnishing accommodations for a large number of students, and many are availing themselves of these privileges.

St. Lawrence County Institute, held at Brasher Falls, was a success, though we were obliged to change the place of meeting on short notice, yet the teachers rallied, and nearly two hundred and fifty participated in the exercises. The particulars of the Institute will be noticed by Commissioner Whitney in his report.

The number of qualified teachers employed in the schools of my district during the year, is 359; of whom 40 were males and 319 females.

Many of our gentlemen teachers have returned from the exposures of camp life, but not to teach; and some have come back to secure a title to the time and talents of certain lady teachers, to the detriment of the schools. The above, with the desire for higher qualifications of teachers, have made it difficult to supply the schools during the past year. I am satisfied, from observation, that the female is the natural teacher of the young. Let the district employ competent females; then keep them from term to term, and the evils arising from too frequent changes could be avoided. I am happy to report that a number of districts have adopted this course, and their schools are progressing finely.

The whole number of children between the ages of five and twenty-one years, was 10,442; the whole number attending school was 8,453, while the average attendance was 3,737. While the law requiring the apportionment of one-third of the public money on the average attendance is beneficial, I am satisfied it would be more so if the two-thirds were apportioned in the same manner.

Let two-thirds of the public funds for schools be apportioned upon the average attendance, and the remaining third per district, as at present; then provide against the fear of rate-bills and you will have a law best calculated, in my judgment, to secure the attendance of the children at school. The property of the State should be used to educate children, for its value increases in proportion to its general intelligence; therefore the common schools should be as free to all as the air to breathe. There would be built up around our homes a protection too strong for rebellious hands to demolish.

Having long witnessed the evils from constant changes in methods of teaching, caused by too frequent change of teachers in our schools, I commenced, more than three years since, to obtain a uniform system of teaching, and I am encouraged with the result. Now many of our schools are similarly taught; and I attribute very much of the success may have had in effecting this change, to the school examinations held in this district.

During the past year, 2,551 children, from 101 different schools, participated in those gatherings; and as reported by the teachers, there were 651 parents' visits, 148 trustees' and 43 clergymen's, made during

the terms. Lectures were usually given in the evening following the examinations. I respectfully recommend to other commissioners the holding of such meetings, believing they are well calculated to promote the interests of the rising race.

Much extra labor has been caused from errors in trustees' reports ; and the receiving of the blank affidavits at so late a date, was an additional source of trouble in making them. It would be much better if the affidavit could be printed on the blank report. The principal cause of all these errors is the frequent change of trustees. Men refuse labor without compensation ; and since districts are not obliged to pay trustees for their services, they are generally unrewarded, and consequently do not feel the interest they would feel if reasonably paid for their labors as other officers are paid. I suggest the propriety of so amending the law, that the trustee may, upon making affidavit before the district clerk of the district, or any justice of the peace of the town, collect from said district a reasonable sum for each day spent in its employment.

In conclusion, I wish to acknowledge the generous hospitality of the people, of which I have largely partaken ; the uniform kindness of teachers and school officers ; their willingness to receive instruction ; and to the Department, for entertaining the many communications I have been obliged to forward. Trusting that the same generosity may be extended to me in the future as in the past, and that our schools may be prosperous the coming year,

I remain truly, your obedient servant.

CLARK BAKER, *School Commissioner*—

#### ST. LAWRENCE COUNTY—THIRD DISTRICT.

Hon. V. M. RICE, *Superintendent of Public Instruction* :

The following report is respectfully submitted :

Since the date of my last report, two new school districts have been formed, making the total number 159. Districts No. 14 and No. 17, Massena and Bombay, have been consolidated. The school in district No. 32, Potsdam, will be discontinued for a time in consequence of the small number of children of school age. Five districts have failed to keep a 28 weeks' school. Several school houses and grounds during the past year have been improved, four new houses built and the building of several the ensuing year is in contemplation. An additional school room has been provided in district No. 8, Potsdam. This school now contains three departments, under the management of efficient teachers, and affords most of the advantages found in the best graded schools. The designation of school houses as to material is, log 12, frame 119, brick 23, stone 5; valuation including value of lots \$47,895.

#### COMPARATIVE STATISTICS OF 1864 AND 1865.

*Financial*, 1864.—Total receipts, \$17,871.76; raised by tax, \$4,442.31;

rate-bill, \$1,929.59; apportioned, \$11,003.12; from all other sources, .93; amount remaining on hand October 1, 1863, \$419.91.

*Financial*, 1865.—Total receipts, \$25,920.29; raised by tax, \$5,716.62; rate-bill, \$5,700.18; apportioned, \$11,180.19; from all other sources, \$02.06; amount remaining on hand October 1, 1864, \$421.24.

*Payments*, 1864, 1865.—For teachers' wages, \$12,868.69, \$19,864.03; libraries, \$135.70, \$135.88; for apparatus, \$51.45, \$23.14; for building cool houses, \$3,004.04, \$3,498.43; for sites, fences, &c., \$1,451.03, \$191.57; amount remaining on hand October 1, \$364.74, \$207.24; total, \$817.76, \$25,920.76.

*Statistical*, 1864, 1865.—Number of children of school age, 9,698, 9,590; number of children attending school, 7,185, 8,138; average daily attendance, 3,478.88; number of teachers employed, males 58, 51, females, 266, ; number of private schools, 22, 20; attendance, 680, 431.

The largely increased amount, under the head "from all other sources," 1865, is in consequence of the cost of board of teachers being given in some districts in which teachers "board round." This is found in 65 districts. In many of the remaining 94 districts, this custom is known to exist; and it is hoped that no trustee will hereafter neglect to include cost of board in his report. The largely increased amount raised by rate-bill, is due to the better remuneration of teachers and the abandonment in many districts of the long established custom of "boarding round." This practice is continued in a few cases from necessity, but is generally from a false notion of economy, better say a spirit of parsimony. It is maintained at the sacrifice of the teachers' convenience, health and of golden opportunities for improvement. When patrons learn, that the means for self-culture and time for preparation for the varied and onerous duties of the school room are essential to their successful prosecution, this practice will be entirely abandoned. It will be observed that although the number of children of school age in 1865 is less, the number attending school is much larger. The return of peace and the consequent diminution of the excessive demands for juvenile labor and the healthful influence of the new basis of apportioning the school funds, have contributed largely to this result. Yet to ascribe it wholly to this cause would do evident injustice to the growing sentiment manifest in the interest of education.

Another year's experience fully justifies the remarks made in our last report concerning private schools; and we again allude to the unpardonable practice of some teachers in recommending young and incompetent persons to teach. It causes disappointment to the applicant, does injustice to the public and brings discredit upon the teachers. It will also be observed, that 321 teachers are reported, and yet but 165 were employed at the same time. Only 16 teachers have been employed for more than a single term, in the same school during the year. Scarcely has the teacher made the acquaintance of one half his patrons, learning their dispositions, capacities and wants of his pupils, his methods of dis-

pline and instruction become understood, and he begins to look upon his labors with satisfaction and pride, before the short term of 12 or 14 weeks has closed; and from the whim of some disaffected parent, or lack of interest, he is compelled to seek employment in some neighboring district where the same experiences await him. While this practice continues, low wages will prevail, inferior qualifications and limited experience will be in demand, and that interest and stimulus needful to attain high excellence in our schools cannot be secured.

The reported number of volumes in the libraries, their valuation, and a large number of items are not given, as little confidence can be placed in their correctness. On another occasion we alluded to the incorrectness of trustees' reports; and we regret that even greater occasion now exists for complaint. The errors then pointed out have in a great measure been remedied, but in those matters reported, not heretofore required, unpardonable inaccuracies were found. The limits of this report forbid mentioning these in detail.

It is unfortunate that circulars of instruction to trustees were not forwarded by the Department of Public Instruction at an earlier day, yet had trustees carefully read those instructions and the School Act of 1864, these gross neglects of duty would not have occurred. Reports were received as late as the 27th of November. More than two weeks were required in returning reports and deciphering the mass of errors reported, that would otherwise have been devoted to visiting schools. The action of the State Superintendent in ordering trustees to forward the statistics omitted, indicate that hereafter reports will not be accepted unless all facts required are correctly reported.

The general practice of admitting to the schools children of less than school age, of including their attendance in making out rate-bills, and in finding the average attendance, is both illegal and unjust. The remarks are made in no spirit of fault-finding, or from a desire to unjustly expose to criticism the acts of school officers, but I speak of them thus plainly from an earnest desire that these evils may be remedied. Were a law passed allowing but a sole trustee and a reasonable compensation for service allowed chargeable upon the district, this would be speedily accomplished. Allusion has already been made to the practice of sending children to school at an early age. It is not our province upon this occasion to enter into a lengthy discussion of any subject, but rather to state facts and offer suggestions, yet I cannot forbear considering this question for a moment. The reason so generally given, and with much force, that the teacher's time can be more profitably spent with older pupils, will not satisfy the parents of smaller children; but let them understand the true rationale why the susceptible brains of their children should not be too early excited, and teachers will no longer be obliged to perform the office of both nurse and teacher. Between the various systems of which the body is composed, a reciprocity of action exists, every one being dependent upon the others.

consequently if one is impaired, like results follow in the others. Destroy the nervous or circulatory systems and death immediately follows. The brain, the seat of intellection, is relatively much more developed in children than in after years. The average proportion of the brain to the body in children of six years of age is 1-22, while in adults it is but 1-35. The nerves of children are likewise much more developed. It is a physiological law that the exercise of an organ excites its nervous energy; this induces a flow of blood to that part; also, that the determination of blood to any part increases its volume. The brain naturally contains more blood than any other organ; and in the function of intellection as truly works as does the blacksmith's arm pounding at his anvil. To insure good health an equilibrium must be sustained between all the systems of the body. Until the age of seven years, the brain in most children and in many much larger, is too much developed to receive proper support from the other system; and to encourage mental application under such circumstances, is to sacrifice the best interest of the child. Precocity of intellect in children should be regarded rather as an evil than otherwise. It is well known that such children are more liable to disease than others. The nervous system being unduly developed, and at the expense of the other systems, the child is predisposed to disease, and only awaits an exciting cause to induce it. Then let the instruction of children be that which nature dictates until the body has become vigorous and all the systems act in harmony, which under the most judicious training will not obtain earlier than the sixth or seventh year of the child's existence.

Not only are we in fault in regard to the early training of children, but in our whole educational system, in practice if not in theory. The intellect is almost exclusively cultivated to the neglect of the physical, and even the moral is too much neglected. We need only to observe the sickly, distorted and insufficient development of body for proof. Weakness of limb and lungs, diseased liver, indigestion, poor powers of endurance and general debility, are the common inheritance of the people, and are the results of inadequate education. Education makes a strong body as well as a strong mind, a good heart as well as a wise head. A thorough system of physical training is imperatively demanded; and yet no physical exercises, however judicious, can be successfully introduced into the schools until the public mind comprehend their necessity.

Other essential errors exist, such as the neglect of patrons to visit the schools, want of sympathy and coöperation between parents and teachers, and neglect in furnishing proper reading for the young which exercises such a powerful influence in forming a correct taste and habits of thought. The last want is now happily supplied by *Our Young Folks*. It is indorsed by the best authorities in the country. Its literature is chaste and attractive, its morals pure, and it breathes the true spirit of

patriotism. In the language of the *New York Teacher*, "we could wish it in every family in the land."

The attention of trustees and teachers is again called to the School Law of 1864, especially to the length of time schools must be kept, the time for making trustees' reports, keeping teachers' registers and the practice of employing teachers without license. Sections 42 and 43, article 5, title 7, chapter 555, read as follows: "No part of the school moneys apportioned to a district can be applied, or be permitted to be applied, to the payment of the wages of an unqualified teacher; neither can his wages be collected by rate-bill. Any trustee who applies, or directs or consents to the application of any such money to the payment of an unqualified teacher's wages, thereby commits a misdemeanor." A qualified teacher is one having a license "in force." The time taught by an unqualified teacher can form no part of the 28 weeks required. Teachers should not be allowed to commence school till licenses are obtained.

There has been an accumulation of labor the past year. In consequence of the almost impassable condition of the roads during the months of January and February, only about one-half the schools were visited in the winter; 130 visits were made in the summer; and in addition St. Lawrence and Lawrenceville Academies were visited both in the summer and fall term and the anniversary exercises of each attended.

I have, in connection with my associates, conducted a Teachers' Institute. This session was in every way a success, and the citizens of Brasher Falls deserve praise for the prompt and generous manner in which entertainment was furnished on so short notice. In addition to the usual public and private examination, nearly three weeks were spent in the month of April in the towns of Massena, Parishville and Stockholm, in instruction of teachers. More than 100 teachers were present and a very commendable spirit manifested. There has been the usual number of applicants for license. A large number of rejections has been found necessary. The numerous inviting fields opening to enterprising young men, and the call for teachers in the Southern States is diminishing the number of the better class whose places must be filled by young and often improperly qualified persons. Many of this latter class give promise of future excellence. The great majority of teachers attend school one or two terms a year. The earnestness with which they avail themselves of opportunities for becoming acquainted with better methods of instruction and general improvement, the increased demand for a higher grade of instructors and the better remuneration for their services evince a general spirit of improvement; yet the employment of so large a number of young teachers of limited attainments and who lack that peculiar experience and practical knowledge of life necessary to the highest success, operates unfavorably. All methods of instruction are beneficial so far as they can be generalized and referred to a correct system of education; and the most judicious are valueless in the hands



unskillful. All correct teaching is in keeping with the nature, and growth of man's faculties. Education consists essentially in ability to use one's powers and not in the false idea of acquisition. The truths seem not to be generally understood. Instruction consists much of school book question and answer and without a higher and larger experience the highest claims of education cannot be met.

word to teachers and I have done. Never did you view your field of labor from such a standpoint. Old ideas and customs have been swept away. The triumph of our arms is the triumph of our free institutions, of which the public schools are the basis. No sooner had the flag been planted on Hilton Head than a demand was made upon the ranks, and noble hearts responded, armed not with the weapons of war but with the implements for the destruction of ignorance and vice. Geographies will no longer designate Mason and Dixon's line, but will point out "Grant's march to Richmond." Minor localities have become historic. A Thermopylæ and Marathon live, though Greece has been laid away, so will Vicksburgh and Pittsburgh Landing and many other places whose names are written in blood, live in history. Our future is assuming a new and higher character; and you are to be its expounders. Demands upon you are constantly multiplying and though it cannot be expected that all the schools can be filled with able teachers, yet the people have the right to demand that the lack of culture and experience shall be made up in zeal and endeavor for improvement. There are existing evils to correct and obstacles to overcome. Already your numbers are diminished. Extravagance characterizes the times. Amid the jostling of opinions and the revolution of principles, the morals of society are endangered. Making the best use of all the means at your command, with a love for your work, and an enthusiasm in its prosecution, your labor will be justly appreciated and rewarded; and under Providence our nation may become as distinguished in virtue and intelligence as it is for patriotism and valor.

BARNEY WHITNEY,

*School Commissioner.*

#### SARATOGA COUNTY—FIRST DISTRICT.

V. M. RICE, *Superintendent of Public Instruction:*

—In addition to the Abstract of Trustees' Reports already forwarded you, I respectfully submit the following brief report:

In discharging my duty, visiting schools, making the acquaintance of teachers and parents, learning the condition of the schools in the respective towns in this Assembly district, I am happy to report that the advantages of education are appreciated. Many in the most straitened circumstances say, "that if they can do no more for their children they will send them to school."

In many localities, however, where the desire to have their children advance is apparent, there is a great misapprehension by parents of what the district school should do to accomplish that object. The most of the districts are too small, too few scholars in attendance. Years before this they have divided and subdivided, till now many of the schools are reduced to eight or ten scholars, winter and summer. Parents oppose consolidating districts, on account of distance from school. Every man, apparently, wants a public school at his own door. They forget that steel sharpens steel; that by comparison and emulation students become bright. Small schools are generally deficient, lifeless, mere apologies; neglected and dwindling, they are kept in existence only long enough each year to draw the public money. There is no want of intelligence or aptness on the part of the children, but simply their number is small, the district so feeble that they are obliged to employ "cheap teachers," or if, as in some instances, competent and experienced teachers are employed, who strive to labor, from the small number little emulation can be awakened; the school day appears long, time passes laggardly with both teacher and scholar, like the operative who takes no interest in his work; the hours are long, and he is rejoiced when the sun is down that he may receive his wages, little caring whether he has given an equivalent. In almost every town in this county there are two or three small districts that should be in one. The expense of building houses and keeping them in repair; add to this what is given to a "cheap person" for staying in the school house six hours each day, and you have a large sum to keep these dwarf schools of eight or nine scholars in being. Consolidate, and not only this large expense would be saved, but the one employee would be a "live teacher." The schools, then, would be large enough, and we would see a worthy emulation and a meritorious rivalry among the scholars. Then parents, and all who visited the school, would have ocular demonstration of a true proposition, that to lessen the number of districts would greatly add to the efficiency and success of the schools.

**SCHOOL DISTRICTS.**—The number under my supervision is 101; school houses, 103. Of these 77 are frame, 24 brick, two stone. The number of children of school age 8,358; the number that have attended school, 5,458; average daily attendance, 2257.532; whole number of days attendance at school, 379,696. The number of teachers employed was 196; of these, 36 were males, 158 females; all were licensed by local officers, except five by State Superintendent, and three Normal School graduates. The most of these teachers are industrious, and show that they take an interest in their work. Males receive from \$20 to \$40 per month. There is a great surplus of female teachers, and trustees of some districts have eight or ten applicants to select from. The competition keeps the wages low, from \$2 to \$5 per week.

**EXPENSES**—The receipts for the past year are as follows:

Amount on hand October 1, 1865.....	\$757 37
Amount received from the State.....	8,961 74
Amount raised by tax.....	5,160 74
Amount raised by rate-bill.....	5,482 58
Amount received from all other sources.....	769 39

Total .....	<u>\$21,311 82</u>
-------------	--------------------

**Payments** as follows:

For teachers' wages.....	\$17,216 78
For libraries.....	179 35
For apparatus.....	3 57
For school house sites, fences, repairs, etc.....	1,239 55
For other expenses.....	2,685 85
In hands of supervisor March, 1865.....	2 73
Amount on hand October 1, 1865.....	165 59

Total .....	<u>\$21,311 82</u>
-------------	--------------------

**RATE-BILL**—In most places, is no detriment to the school, on the principle that what costs something we value. My observation is, that where the rate-bill is the largest there are found the best teachers, the longest term, the most regular attendance, the best school. The effect of the rate-bill is to keep the attention of the public drawn to the schools, the kind of teachers employed, and economy in the expenditure of money. Besides, it may not be right for a man worth \$5,000, with no children, to be called on to pay his neighbor's school bill who is worth five times as much (\$25,000). If there is any place where the school should be supported wholly at public expense it is in large villages, where the largest number who send to the district schools are in indigent circumstances. Where the schools are free, there should be some legislation compelling attendance.

In my school experience I have not heard the expression of any feeling in relation to rate-bills. Some, not well off, apparently take pride to tell you that they "have sent all their children to school, and paid their school bill." We think the present rate-bill system good, and should be continued.

**LIBRARIES AND APPARATUS**.—If the district library was at any time beneficent its day of usefulness has passed. Newspapers, periodicals and the family library are preferred. Many trustees omit to report; others, knowing the defaced, soiled, torn condition of the books, do not take the trouble to count the number of volumes, and report "that the library consists of so many bushels of books." While in every school room we find a black-board, few have a globe or any other apparatus. Uniting with a number of Commissioners, we would say, that in our judgment the money now given to libraries would be better appropriated if given for apparatus to illustrate the studies of the school room.

**ACADEMIES**.—The academies at Stillwater, Mechanicsville, Middletown, Jonesville and the Female Seminary at Ballston, are incorporated, and the reports to the Board of Regents of their condition contain fuller information than I possess. Rev. James Gilmore's school, Ballston Spa,

Rev. H. W. Bulkeley's school for boys, two miles south of the village, and Rev. I. Crocker's school at Charlton, are good schools, where boys are fitted for college and business.

On invitation, I attended the examination of Miss Clement's school, Clifton Park, and was much pleased with it. The training had been thorough. A number of the young ladies applied for certificates, and passed an examination creditable alike to themselves and their instructor.

Jonesville Academy, the one selected by the Regents for the Teachers' class, is a stable and prosperous institution. It was founded by the Hon. Roscius K. Kennedy, who is now sole trustee and a munificent patron. For nearly twenty years it was under the efficient administration of Prof. Hiram A. Wilson. As principal and instructor he was equaled by few and surpassed by none in this part of the State. A number of young men annually enter the advanced class at college from this academy; and many young ladies, claiming this as their Alma Mater, are now efficient teachers in this district. The present principal, Rev. T. E. King, is a gentleman of large experience in the New England States, and deservedly popular. They report 201 students—nine in teacher's class; library, apparatus, lot, &c., valued at \$10,462; admitting pupils of any grade.

These five incorporated academies, and three large select schools, all included in a circuit of ten or twelve miles, have the effect to materially lessen the attendance of the district schools in the vicinity. Public sentiment may be wrong in sustaining eight, where graded schools and one academy would be sufficient for the higher mathematics and the languages. There is scarcely a school district but that three or four are sent abroad to one or other of these boarding schools, at an expense of \$200 or \$300 per annum for board and tuition; while one-half the amount, and the public money, would secure the services of a Normal graduate, or some other competent instructor, in their own district school. Thus removed from temptation, under the parent's eye, the boy would be safe and his progress apparent. The district schools, thus encouraged by the attendance of all the children of the neighborhood, and directed by efficient and well-paid instructors, would do honor to themselves and credit to the towns in which they were located. Apparently some parents do not send, for fear their *pure offspring* will associate with "the young America" that attend the district school. These aristocrats look upon the teacher as a plebeian, whom they will not condescend to patronize or support, however well qualified. Others seem to value more the *same* instruction, if obtained within the walls of an academy; while the *fact* is, that it makes no difference where their children get an education, at home or abroad, if they only have it.

While many are exclusive and do not patronize the district school, it gives me pleasure to report that this is not the case with all. Some of the best families in every town send to the district school. No pains are spared to secure the best teachers. These schools are well drilled, and

hibit a proficiency in the branches taught, equaled by few and surpassed by no select school in my district. Four or five Normal graduates are now engaged in these schools, who, by their aptness and system, are giving entire satisfaction, and doing honor to themselves and credit to their Alma Mater.

THE TEACHERS' INSTITUTE for this county was held at Waverly Hall, Ballston Spa, commencing October 2, and continuing two weeks. The weather was pleasant. One hundred and forty teachers attended. We had a most profitable and agreeable session. We were fortunate in securing the services of Prof. E. A. Wheeler, of New London Academy, principal instructor. He is a retiring, unassuming gentleman, and a practical, energetic teacher. When before the class, with little apparent effort, he had each one's fixed, undivided attention, and in a clear, systematic manner, moved on step by step with the studies, accomplishing more than is usual in a session of twelve days. Miss H. B. Trembly and others gave instructions on the Theory and Practice of object teaching; Mr. Henry Wilcox, jr., in Calisthenics. Evening exercises were varied by the query box, select reading, debate, lectures, and music. "Ramp, tramp, tramp, the boys are marching, cheer up," &c., by Miss Weston and teachers, with the Glee Club. Lectures were delivered by N. Barringer, of Troy, Rev. H. T. Pursons, of Waterford, Prof. Folger, of Albany, Rev. James Gilmore, of Ballston Spa, subject, "School Government;" and Rev. R. Meredith, of Galway, subject, "Popular Education."

The Institute not being held in this place before since 1860, the inhabitants welcomed, with open doors and marked attention, the teachers from the county; parents and patrons from the vicinity around came in, and the interest increased daily.

The evening after it was known that the Superintendent of Public Instruction was with us, every part of the large hall was filled by an improving audience. All were pleased, and left favorably impressed in behalf of these annual gatherings of teachers.

URGENT WANTS.—More regular attendance; extended uniformity of text-books; a law making it the duty of the Department (or some other competent authority) to say what books *shall* be used in the public schools; a higher standard of qualification for teachers. Commissioners will say No, however urgently importuned by friends asking certificates for those known to be incompetent; conscientious men who confer nothing in their power too great a sacrifice for the good of the schools, laboring assiduously to create a public sentiment favorable to a high code of morals and intellectual culture; visiting weak districts, encouraging trustees and patrons to cordially acquiesce and consent to consolidate their district with another, to the end that they could employ thorough teachers, and do more effectually their *part* in the great school system of the State, that gives to *all* the means of acquiring a useful and practical education.

DETAIL OF LABOR.—With unanimous consent I have formed one new district; have changed the boundaries of others; received several applications to consolidate small districts. There is opposition, and action on these applications has been delayed that the propriety and benefits of such consolidation may be more fully appreciated and acquiesced in by those immediately interested. I have made appointments and met teachers the last of April, in their respective towns, for examination; have granted 150 certificates—a few received first grade, the most second grade—was compelled to refuse several, to raise the standard and make them study before presenting themselves. I endeavored to have the impression go out that we are strict, uniform and impartial; that none need apply who were not well posted. Punctually fulfilling every appointment with teachers, visiting schools, making abstracts of trustees' reports, apportioning public money, distributing blanks and reports and registers, attending Teachers' Institutes, and other duties connected with the office, has occupied the most of my time the past year.

There is much more work than we first expected; but while in the position, it shall be my endeavor, as far as in my power, to have the teachers realize the responsibility of their calling, and see that the State has some adequate return for the large amount annually given for their support. The amount expended for school purposes in these nine towns alone, the last year, was \$21,311.52. Notwithstanding this large sum, and the heavy tax incident to the war, we have not heard the first word for retrenchment as it regards school expenses, and it is a source of congratulation to know that public sentiment is magnanimous and elevated in this direction. As the dome of a majestic structure remains erect only with a sure foundation, so the people regard our Government erect and permanent only when the foundation is sure, the schools supported, the masses educated.

THOS. MCKINDLEY,

WEST CHARLTON, Dec. 28, 1865.

School Commissioner.

### SARATOGA COUNTY—SECOND DISTRICT.

SCHOOL COMMISSIONER'S OFFICE, }  
SARATOGA SPRINGS, Jan. 5, 1866. }

Hon. V. M. RICE, *Supt. of Public Instruction*:

Dear Sir—In compliance with the requirements of your Department, I herewith respectfully submit the following Report:

FINANCIAL.—The financial statistics of this district, as abstracted from the reports of trustees, are as follows:

Amount on hand October 1st, 1864 .....	\$778 88
“ of public money apportioned to districts.....	10,378 74
“ of proceeds of gospel and school lands.....	7 58
“ raised by tax.....	8,493 48
“ raised by rate-bill.....	4,687 57
“ from all other sources.....	3,173 51
Total receipts .....	<u>\$27,519 76</u>

The expenditures of the above amount have been as follows :

For teachers' wages.....	\$22,506 47
For libraries .....	171 54
For school apparatus.....	7 62
For school houses, sites, repairs, furniture, &c.....	1,057 73
For fuel, building fires and incidental expenses.....	2,931 31
Amount forfeited in the hands of supervisors.....	2 18
" remaining on hand October 1st, 1865.....	842 91
<b>Total payments.....</b>	<b>\$27,519 76</b>

The above receipts and payments exceed those of the previous year by \$7,623.75. This increased difference is partly accounted for from the fact that the board of teachers who boarded "around" was estimated, as will be seen in the receipts, to be \$3,173.51; which "sum was furnished, though not in money, yet by voluntary contribution in accordance with custom," and is included in the payment "for teachers' wages." Furthermore there were paid to teachers \$3,744.69 more than were paid them the year previous.

**LIBRARY MONEY.**—It is evident that there should be a different disposition of the library money than there is made of it in most districts; in 17 districts it was applied to the payment of teachers' wages. It would seem that if it were occasionally used in purchasing apparatus, which schools are in so much need of, more good thereby would be realized; and it should be compulsory, for whatever purposes it is intended, that the library money should be used.

**STATISTICS AND CONDITION OF SCHOOLS.**—For greater facility of reference, the following table has been prepared, which will exhibit the condition of the school houses, the kind and quantity of apparatus, and the most important statistics of the schools in the respective towns in this district. The great destitution of the most needful apparatus, and the simplest kind of furniture, prevails in many of the rural districts. The 67 astronomical charts, which some one persevered in imposing upon most districts, hang upon the wall of the school room unused.

TOWNS.	Number of school districts.	Number of children of school age.	Number attended school.	Average attendance. (Tracts omitted.)	Average number of weeks of school.	TEACHERS.			SCHOOL HOUSES.			Yards not inclosed.	Not any yard.	Geography maps of some kind.	Astronomical chart.	Dictionary.	Globe.	Clock.	Bell belonging to dist.
						Male.	Female.	Average number terms taught.	Good.	Fair.	Very poor.								
Corinth.....	11	526	430	173	28.4-11	2	19	6	0	1	4	4	6	5	9	9	1	1	1
Day.....	11	551	456	198	29.24-55	4	19	3	1	5	5	3	9	5	5	7	1	1	1
Edinburgh.....	12	482	408	181	29.11-12	2	21	5	4	3	5	3	9	5	6	8	1	1	1
Greenfield.....	21	1,004	709	307	30.9-35	1	24	4	8	6	7	2	19	6	11	14	1	1	2
Hadley.....	6	376	297	88	29.1-6	3	10	3	2	2	2	2	4	2	3	2	1	1	1
Moreau.....	12	828	613	284	30.7-10	7	17	4	4	2	7	4	8	4	8	8	1	1	1
Northumberland.....	12	571	451	187	28.19-20	5	20	4	1	8	3	3	4	4	4	8	1	1	1
Providence.....	10	451	347	140	28.13-50	1	17	4	.....	3	7	2	8	2	2	6	1	1	1
Saratoga.....	13	1,374	932	414	35.36-65	11	19	5	9	4	.....	2	8	3	4	6	6	6	9
Saratoga Springs.....	10	2,615	1,345	498	35.17-25	8	15	7	8	1	1	4	2	5	4	10	3	4	4
Wilton.....	10	516	390	171	33.41-50	5	16	4	5	3	2	3	6	5	7	4	1	1	1
Total.....	128	9,294	6,357	2,641	30.151-100	49	207	4.5-11	48	38	43	8	84	49	67	86	10	13	18



**TEXT-BOOKS.**—The multiplicity of text-books is a great detriment to interest and efficiency of many schools. No expedient occurs to me present by which it can be removed, except that the selection of text-books be intrusted to one person or a committee. It is an evil that I hope will soon be remedied. I found in 105 schools 212 classes, which could have been dispensed with, had there been a uniformity of books. There is also much time and labor lost by the use of books that are not adapted to the capacity of the scholar. The principal text-books are Davies', Thomson's and Adams' Arithmetics; Sanders' and Parker & Watson's Readers; Smith's, Brown's, Clark's and Bullions' Grammars; Steith & McNally's, Colton & Fitch's, Smith's and Cornell's Geographies, and Town's Speller.

**TEACHERS.**—Trustees have been obliged to yield to the demand of teachers for higher wages; and the slight rise of their wages has already induced some old teachers to return to their profession, who had continued teaching several years since on account of the small compensation for their services. The greatest obstacle with which I have been in maintaining a higher standard of qualification for teaching, is the demand of trustees for teachers that will teach for the lowest wages; and obtaining and keeping in employment teachers of the lowest grade qualifications, to the exclusion of a more competent class of teachers who would not teach for the same wages. In justice, however, to a number of districts, I am pleased to record the fact that they employ teachers of the highest order of qualifications, deeming their wages a secondary consideration; and much oftener now than last year is the inquiry made for better qualified teachers, and expressing a willingness to allow such a fair compensation for their services. A greater interest

manifested on the part of the inhabitants, during the last school year, to sustain better schools; and during the last summer term it was encouraging to find schools in a more prosperous condition than the previous summer term.

During the last school year, I licensed 211 teachers; 9 of whom received certificates of the first grade, 113 the second grade, and 89 the third grade. Those to whom I granted the third grade had no experience in teaching.

I was pleased to observe, during the past year, a marked improvement in teachers in conducting recitations; and they have invariably evinced a greater earnestness to become better informed of the most improved methods of teaching.

**NORMAL GRADUATES.**—There is but one Normal graduate teaching in this district. Though we send annually pupils to the Normal school, they seldom return to us to teach. It is presumed, however, that they are letting their light shine somewhere else. The number of Normal teachers is exceedingly inadequate to the demand for them, and I continue to be, until the State provides for a much greater number of Normal schools.

I have endeavored to procure applicants for the appointment to the Oswego Normal and Training School; but have not yet, I regret to say, succeeded. It is hoped that the "Object System" of teaching, as adopted in the schools of Oswego, will soon become better understood and appreciated.

TEACHERS' INSTITUTE.—We had a very interesting and profitable session of the Teachers' Institute, held in October last, in the village of Ballston Spa. Both districts united in holding it, and the particulars of which will be given in the report of my colleague.

SCHOOL COMMISSIONER.—My time for the past year, as for the year previous, has been given exclusively to the performance of the duties of my office. The most onerous of these is the traveling over a large territory, over many rough roads, through sunshine and storm, to visit the many schools of this district. I intend to visit each school at least twice during the year, but sometimes fail to visit a few more than once, for the reason that such schools are not in session on the day I call; or as it was in a number of cases, that school having commenced early in the fall or spring, had closed for the season before I reached it.

During the year, I made 207 official visits; formed one new district; heard many applications for alterations of districts; re-numbered 10; re-bounded some and changed the boundaries of others; answered appeals, letters and inquiries of trustees and teachers, which occupied nearly all of my time when at my office; and to perform these and other official labors, has required me to travel over 1,400 miles. What I have here named is only part of the work performed; but I forbear to specify further, as the Department is well informed of other duties discharged that belong to this office.

In conclusion, I would express my grateful acknowledgments for the encouragement and kind words that I have uniformly received from the Superintendent of Public Instruction and his Department.

Very respectfully yours,

HENRY WILCOX, Jr.,

*School Commissioner.*

### CITY OF SCHENECTADY.

Hon. VICTOR M. RICE, *Superintendent of Public Instruction:*

Sir—In accordance with your request, I would respectfully submit the following Report concerning the public schools of Schenectady:

The present school system was established by special act of the Legislature, passed April 9, 1854, and the schools were opened Oct. 15, 1855.

To understand fully the present condition of educational affairs in this city, it may be proper to recur to the original design and plan of the founders of the system, and to review briefly the previous condition of the schools. This object, I can in no way accomplish better than by quoting from the address of Hon. Alonzo C. Paige, (one of the Commis-

ners named in the law) delivered at the inauguration of the schools the date above mentioned.

He says: "The schools which we have heretofore had, fell far short of meeting the educational wants of the city; so far, indeed, that we were fully admonished, either to remedy the defects of the system upon which they were conducted, or to seek for, and adopt another, of an altogether different character.

"Previous to 1816, the Common School system as now established in our country towns, prevailed in this city. In that year, the Lancaster School Society was incorporated; and from that time until 1854, the trustees of that Society had the management of our schools. For about thirteen or fifteen years after the incorporation of that Society, the system of Joseph Lancaster, or that of mutual or monitorial instruction, continued to be pursued. This system enabled the teacher to manage and teach a greater number of children than had previously been employed. Its original object was to procure a cheap means of instruction for the poorer classes. One large school was, for fifteen years, successfully conducted and taught upon this plan; but afterwards it failed to meet the expectations of the citizens. The monitorial system was then abandoned, and the Trustees of the Lancaster School Society reintroduced the old system; which continued to prevail until the passage of the Act of 1854. This Act commits the entire supervision and management of the Common Schools to a Board of Education of eight members. This Board are clothed with ample powers to effectuate the true and noble intent of the act, viz: to provide schools, accessible alike to the children of the poor and of the rich; and where, without charge of tuition, equal advantages are accorded for obtaining a knowledge, not only of the elementary and higher branches of an English education, but also of the classics. Under the provisions of the act, the Board adopt rules for the government of the schools; for the reception of the pupils; and for their transfer from one grade to another. They determine the system of instruction, and what text-books are to be used; and they have power to establish an academical department, and to regulate the transfer of scholars from the English to the academical department.

"By the act, the Board were specially authorized to purchase the West College property for the use of the Common Schools, and to enter into a contract with the Trustees of Union College for the joint management of the academical department, and for the admission of the pupils of that department as members of the several classes of Union College. The first act of the Board, after taking the oath of office, was to negotiate the purchase of the West College property. The Board were convinced that upon the purchase of this property rested our only hope of the early establishment of a graded school, as they despaired of obtain-

---

\* Now ten, by the erection of an additional ward in the city.

ing the immediate consent of our citizens to the large expense of a new building for this purpose. The Trustees of Union College, aware of this condition of things, and deeply sympathising with the members of the Board in their desire to elevate the character of our schools, authorized the resident Trustees to sell the West College property to the city for the inadequate sum of \$6,000; upon condition that the same be ever appropriated to the use of the Common Schools of the city, and an academical department to be established therein. The price for which this property was offered to the Board was so disproportionate to its actual value to us for school purposes, that the sale may be deemed as in part a benefaction to the city. On this occasion, it therefore becomes us to acknowledge our great obligations to that institution for its liberality; a liberality which has enabled us at so early a day to open a graded school, under auspices eminently favorable to its success, and full of rich promise of future good.

"The cost of the West College building and its original site was \$53,579. Since this expenditure, fifty-seven feet have been added to the depth of the lot; the whole now being in depth on College street three hundred and fifty-seven feet, and in width in the rear two hundred and twenty-four feet, and the same width in front, including the width of the canal. This property, including the Geological Hall, formerly the Lancaster School House, Union College has conveyed to the city.

"A good school is a great result. It should be struggled for, and prayed for. It stamps its impress upon the rising generation; and its fruits are cultivated minds, improved morals, and refined manners. Its text-books and daily teachings implant in the soul of the youthful scholar the principles of our holy religion, which in after years influence his life and character. The future of the man depends upon the early training of the child. If the seeds of vice are planted in childhood, they will take root, and yield in manhood an abundant harvest of evil and wicked deeds. If the child is not subjected to an early mental and moral training in the nursery and school-room, and taught to respect the authority and superior wisdom of parents and teachers; if the seeds of virtue are not early sown and assiduously cultivated, and evil impulses not early and promptly suppressed, the results in manhood will be, profane habits, intemperance, speculation, fraud, violence and bloodshed. Napoleon said of France that she wanted good mothers. We want both good mothers and good teachers. To the former belongs the responsibility during the years of infancy; to both, the responsibility during the years of childhood and youth. The parents must co-operate with the teacher. The authority of the latter must be sustained, and he must not be too readily condemned; for he has trials calculated not only to exhaust his patience and disturb his temper, but which require all the aid which a conscientious parent can give.

"It is our confident expectation that the result of our labors will be a graded school of the highest degree of excellence. One of its greatest

recommendations will be, its accessibility to every child among us. In will be seen the children of the poor and of the rich sitting side by side, and contending upon equal terms for the honors of scholarship and good conduct. The path will now be open to all, for the attainment not merely of the best possible English and Classical education, but of high moral advancement and intellectual refinement.

"The Board of Education have labored earnestly and perseveringly to accomplish these blessed results. They are cheered by the success with which their efforts are apparently about to be crowned; and they now bespeak in aid of these efforts, the hearty co-operation of their fellow-citizens."

For ten years this system of schools has been in operation, through good report, and perhaps to some extent through evil report; but, I am confident, more than fulfilling the expectations of its founders. Whatever of opposition may have existed has completely died out, and there is no matter of public interest in which the citizens of Schenectady are more united than in sustaining their free schools, or their "Union School" as it is commonly designated; while for no object do they more cheerfully defray the necessary expenses.

In the choice of members of the Board of Education, partisan feelings have usually been laid aside, the aim being to secure "the right man for the right place." The result has been that those elected have discharged their duties with the utmost fidelity; and whatever prosperity the schools have enjoyed has been due, in great part, to their well-directed efforts.

The entire "West College building," previously alluded to, has been fitted up and arranged for school purposes. It contains ten school rooms, besides recitation rooms, and will accommodate 740 pupils. The "Geological Hall," with two rooms, will seat 180; and a brick building erected by the Board in 1859, with four rooms, will seat 280, making 16 school rooms, with accommodations for 1,200 pupils. There is also a primary school in another part of the city, with two departments; a separate school for colored children, and a small school somewhat remote from the compact part of the city, so that altogether there are accommodations for about 1,400 children.

The school furniture is of the most approved construction. Each room is fully supplied with black-boards, and, to some extent, with maps, charts and other apparatus. The Board have recently made appropriations to increase the apparatus; and it is their design not only to keep the buildings and apparatus in good repair, but also to make such improvements as a due regard for progress in educational matters may demand.

The school library now numbers nearly 3,000 volumes, and is open to the public every Saturday. The books are taken out and read to some extent, though not so much as would be desirable. Too many of our youth find more pleasure in reading "light literature" than in the standard works of the best authors.

It was the life-long desire of the late Dr. Nott, who for sixty-two years was President of Union College, to promote public education in this city; and he had it in contemplation to establish in the "West College" building an "Institute of Science." It was thought, however, that an Academic Department, in connection with a system of public schools, might be more useful than the institution originally proposed; and in accordance with the provisions of the law already stated, the "Classical Department" was established by the concurrent action of the Trustees of the College and the Board of Education, and admitted to the visitation of the Regents as an academy. The principal is appointed by the concurrence of the two bodies. His salary is paid by the Trustees of the College from the proceeds of the "Nott Trust Fund."

This department occupies one of the main rooms in the West College building, with suitable recitation rooms. There are two graduating courses of study, the English and the Classical. Young men who complete the latter course, and receive the diploma of the school, are admitted to Union College without further examination; and if residents of the city are, on certain conditions, entitled to free tuition during their entire college course. The English graduating course embraces the higher English studies usually pursued in our best high schools and academies. This Department is in charge of Prof. Henry Whitehorne, A. M., a graduate of Oxford, England.

The remainder of the school is divided into Primary, Intermediate, Junior and Higher English grades, each containing from two to four classes, representing different degrees of attainment. These grades, with the exception of the last mentioned, are sub-divided into several departments, according to the number of pupils, each department occupying a room by itself, and being in effect a separate school, with one teacher, and from 50 to 80 pupils. The Higher English Department has one principal and two assistant teachers, and about 130 pupils.

In the primary departments the subjects of study are reading and spelling, and in the more advanced classes, elementary arithmetic and geography. Beginners are taught to read from the charts and the blackboards, chiefly by the word method. No books are used until they can read with a considerable degree of facility. Oral instruction is also given to a considerable extent, and upon various subjects.

In this and in all the grades of the school special attention is given to the moral training of the children; and it is our aim to inculcate those principles that will tend to make them good citizens and useful members of society.

In the intermediate departments the same general studies are pursued, with the addition of written arithmetic and penmanship; the text-books and instruction being adapted to the increased age and attainments of the pupils. The same remarks will, in substance, apply to the junior departments. In the higher English department, so-called, the course of study is designed to give a thorough preparation for the academic

partment, according to the instructions of the Regents of the University. Examinations are held and promotions made twice in a year. With the exception of the principal of the Classical Department, the teachers employed in our schools are all females. The salaries range from \$250 to \$450 per annum.

In conclusion, I would say that we have made some progress during the past year. The attendance of our pupils has generally been regular; cases of truancy and tardiness have been rare; a good degree of discipline has been maintained, for the most part, by appealing to the better nature of the pupils; the teachers have labored earnestly and faithfully; the Board of Education have carefully guarded the interests of the school, while the public have co-operated with and sustained those to whom has been committed the care of educating the youth of our community. And while we rejoice at any indications of success in this noble work, we are by no means satisfied with what has been accomplished, but shall hope, by the blessing of Providence, to attain yet higher and nobler results.

With respect I remain, your obedient servant,

EDWIN A. CHARLTON.

SCHENECTADY, N. Y., February 3, 1866.

### SCHENECTADY COUNTY—RURAL DISTRICT.

BRAMANS' CORNERS, N. Y., Dec. 1, 1865.

H. V. M. RICE, *Superintendent of Public Instruction*:

Agreeable to your request I respectfully submit the following report: There are 56 school districts in the county of Schenectady, 53 of which have employed properly qualified teachers during the year. The trustees report 3,501 children of school age, 2,344 of which have attended school during the year. Comparing this with the report of 1864, shows a loss of 206 children of school age, with an increase of nine in attendance at school.

The following shows the number of pupils in each of the towns, with attendance, &c.:

TOWNS.	Number of pupils of school age.	Total number of days taught.	Total number of days of attendance.	Average daily attendance.	Number of pupils attending school.	Per ct. attending school in each town.	Number of vols. in dist. library.	Value per volume.
Amesburgh.....	1,153	3,375	55,832	16.5	794	.68	1,747	\$0 44
Canville.....	1,051	2,090	44,841	21.4	673	.64	1,850	0 42
Chenango.....	140	410	5,908	14.5	108	.77	170	0 47
Connetquot.....	353	1,185	17,726	10.2	288	.75	776	0 36
Watertown.....	804	1,743	36,700	21.	501	.62	932	0 51

The above, when compared with the attendance of last year, show a large increase.

From the trustees' reports we have the following receipts and expenditures:

TOWNS.	Money apportioned to district.	Raised by tax.	Raised by rate-bill.	Paid to teachers.	Teachers' wages per week.
Duanesburgh .....	\$1,279 93	\$361 84	\$1,196 68	\$2,870 27	25
Glenville .....	1,100 37	461 99	941 11	2,012 81	58
Niskayuna .....	164 90	49 06	116 96	357 86	30
Princeton .....	449 51	140 97	419 98	1,037 34	36
Rotterdam .....	896 13	266 15	532 73	2,043 12	80

Several of our schools have been in operation less than twenty-eight weeks; owing to the fact that many of our trustees were not aware that the law had been altered.

RATE-BILLS, in my opinion, do not materially affect the attendance. Our schools which pay the highest rate-bill have the smallest attendance. The want of interest in the inhabitants, and of thorough and live teachers in our schools, affects the attendance more than anything else.

SCHOOL HOUSES.—There has been no alteration in our school houses for the better, and I report the same as last year, viz: 14 very good, 22 that are wretched enough, and 14 that do not deserve the name of even school houses. Nearly all of them are illy constructed, and innocent of anything like comfort. Their values have been very correctly estimated. Ventilation for the most part is extremely simple—far more so than pleasant—wholesome draughts of life-giving air are bountifully supplied from all sides by friendly crevices.

FURNITURE.—A moment would suffice to take an inventory of the whole. A broom, water-pail, tin cup and chair, generally infirm from age, constitute the sum total, although I have known the extravagance of a district run so high as to have even two chairs in a school room.

SCHOOL GROUNDS.—With four or five exceptions we have none, except just enough to lay the foundation for the building.

URGENT WANTS.—Good teachers and school houses, and a stirring up of the inhabitants to a discharge of their duty.

PRIVATE SCHOOLS.—There is one, attended by 25 scholars.

SCHOOL DISTRICT LIBRARIES are generally in a bad condition, and but little used. Some districts have no librarian; in others, the libraries are kept in the school room, the teacher acting as librarian. I believe that the number of volumes are yearly decreasing. Many of the best books have been taken from our libraries and converted to the use of persons who have neither respect for themselves nor the eighth com-



**mandment.** Newspapers and periodicals are extensively circulated, and are found in nearly every family.

**Text-books** have not been changed, and I report the same as last year, viz: Brown's, Bullion's and Smith's grammars; Colton & Fitch's, Monteth's and Smith's geographies; Sanders', Parker's and Watson's readers; Town's speller, and Robinson's, Adams', Smith's, Root's and Daboll's arithmetics.

**TEACHERS.**—The number of teachers employed during the year was 97, 67 of whom were female, and 30 males.

We have reason to hope for good results, for never before was our county so well supplied with energetic and faithful teachers. The wages of teachers are becoming more uniform; since 1863 they have advanced from 50 to 75 per cent.

**THE TEACHERS' INSTITUTE** was held at Schenectady, commencing on the 20th of November and continuing twelve days. It was on all sides considered to be the most successful and profitable Institute ever held in the county. Hon. V. M. Rice was with us several days, and encouraged us by his presence and kind words. The Rev. J. W. Armstrong, of Watertown, gave instructions in grammar, geography, anatomy and physiology. Dr. J. Cruikshank, of Albany, conducted the exercises in intellectual and written arithmetic, writing and primary teaching. Prof. Townsend, of Rochester, had charge of the class in civil government. To Miss H. L. D. Potter, of Albany, was assigned the department of elocution.

**SCHOOL COMMISSIONERS.**—My time is employed as follows: visiting schools, examining teachers, distributing blank reports, visiting trustees, assisting them to make out their reports and correcting them, advising with teachers and trustees, and making such suggestions as may in my opinion promote the prosperity of our common schools.

Very respectfully your obedient servant,

NELSON T. VAN NATTA,

*School Commissioner.*

#### SCHOHARIE COUNTY—FIRST DISTRICT.

MIDDLEBURGH, Oct. 1, 1865.

To the Hon. V. M. Rice, *Superintendent of Public Instruction* :

The undersigned is School Commissioner of the First District of Schoharie county, comprising the towns of Broome, Blenheim, Conesville, Esperance, Gilboa, Middleburgh, Schoharie and Wright. In compliance with your request I submit the following report:

The whole number of children between the ages of 5 and 21 years, who attended school, is 4,908. The sum paid for common school purposes during the year ending September 30, 1865, is \$15,547.99; and the sum of \$150.45, for library purposes. The whole number of teachers

employed during said year is 205, of whom 56 were males and 149 were females. About one-half of them follow teaching as a permanent employment. Wages paid to male teachers varies from \$14 to \$40 per month—average during the winter terms, about \$22, and about \$17 during the summer; and to females from \$8 to \$20 per month—average during the winter terms \$12, and about \$9 during the summer, exclusive of board.

The school houses are generally in a fair condition, and kept neat and clean. About one-half have good sites, play-grounds and out-buildings, and are ventilated by lowering the upper sashes of the windows. All of them are warmed by stoves, and furnished with blackboards, water-pails, cups, brooms, chalk, &c.; about three-fourths with Webster's Unabridged Dictionary, maps of the United States and State of New York; about one-fourth with globes and maps of Schoharie county. The branches commonly taught are orthography, reading, geography, arithmetic, history, grammar, algebra, analysis, astronomy, physiology, penmanship, geometry, composition, definition of words, declamation and vocal music. The text-books generally in use are Sanders' Readers, for all series; Thomson's series of Arithmetics; Davies', Brown's Grammar; Colburn's Intellectual Arithmetic, and Davie's Algebra.

I examine my teachers in the branches laid down in the Code of Public Instruction; and to give all who wish to teach common schools in my district an opportunity for an examination, I hold examinations in each town generally twice a year, in the spring and fall, and am at home on Monday of each week, after giving due notice by publishing the same in the newspapers of this county. I also examine and license teachers at the Institute, and generally at all other times when teachers call upon me for an examination, when I am not otherwise engaged.

There is one academy in my district, pleasantly situated in the village of Schoharie, with about 60 students between the ages of ten and twenty-five years. The building is commodious, with a good and suitable library, and apparatus philosophical and chemical.

There are 8 private or select schools in my district, with 117 pupils attending the same. There is one school for colored children, pleasantly situated in the valley of Schoharie, with about 30 colored pupils attending the same; the said colored school is supported by a tax on the taxable inhabitants of said village.

The people are generally in favor of the present rate-bill system. The trustees generally exempt all indigent persons from the payment of teachers' wages, or some part thereof, so that all indigent children have the privilege of attending school and becoming educated.

I made 188 school visits when the schools were in session, and about 30 when the schools were not in session, making in all 218. About three-fourths of the schools are visited by the trustees and inhabitants of their districts. I have granted first grade certificates to about one-twentieth, and second grade certificates to about one-half of the re-

ader, and third grade to the balance. The trustees and inhabitants rally visit their schools in company with me.

About one-fourth of the libraries are in a good condition, and read and amended; and one-fourth in an ordinary condition and not much read; one-half in a bad condition, and scarcely read or noticed by the trustee, librarian, or the inhabitants of their districts.

The last Teachers' Institute held in and for my district was one of the best and most profitable Institutes ever held in this county. About three-fourths of the teachers attend the Institute and the Teachers' Association.

About three-fourths of the teachers in my district have studied some manual work, treating on the theory and practice of teaching. I find the teachers most deficient in intellectual arithmetic, philosophy, composition and penmanship; but I am happy to say that the teachers have seen great improvement during the last year, and have taken great pains to better qualify themselves for the noble and responsible profession of school teaching. Since the *New School Registers* have been furnished, I find most of the rolls neatly and correctly kept.

In conclusion I would thank the Superintendent of Public Instruction, those connected with the Department, for the aid and kindness which they have ever shown me, and hope that the people of this State will fully appreciate your valuable services and hard labor in perfecting the COMMON SCHOOL SYSTEM.

I am sir, very respectfully,

Your obedient servant,

BARTHOLOMEW BECKER,

*School Commissioner.*

## SCHOHARIE COUNTY—SECOND DISTRICT.

V. M. RICE, *Superintendent of Public Instruction:*

—The undersigned, in compliance with the requirements of the Department of Public Instruction, respectfully submits the following:

The second School Commissioner District of Schoharie county comprises the following eight towns, with their respective school districts: Allegheny, containing nine districts; Cobleskill, nine; Fulton, 17; Jefferson, 13; Richmondville, 12; Seward, 11; Sharon, 15; and Summit, 16; making 102 school districts under my supervision.

**FINANCIAL.**—The cost of sustaining these schools for the past year was \$21,414.73; of this amount, \$7,059.44 was derived from the public treasury, \$5,687.31 was raised by rate-bills, and \$8,667.98 was raised by donations and from other sources. Of this sum, \$19,161.27 was paid for teachers' wages; \$83.39 for libraries; \$2.48 for school apparatus; \$513.68 for school houses, sites, out-houses and furniture; \$1,615.48 for fuel and incidental expenses; \$37.26 remaining on hand October 1st, 1865;

and \$1.22 forfeited, by being left in the hands of the supervisors on the first Tuesday of March, 1865.

Some trustees do not expend all the public money for the support of the schools for the year for which it was apportioned; not knowing, or not caring, that the portion left in the hands of the supervisor on the first Tuesday of March of each year is taken away from them, and apportioned among other districts where they know how to use it. This is a practical illustration of the "parable of the talents." Last year, in the county, \$79.20 was forfeited in this way. Of this sum, \$14.69 was lost in my district, instead of \$1.22 as above stated. There are some other discrepancies in the financial reports of trustees, to which I shall not allude. It is desirable that trustees should be more particular, and avoid these mistakes in future.

STATISTICAL.—The number of weeks taught during the school year ending September 30, 1865, as reported by the trustees, is 3,484; last year it was 3,230, showing an increase over last year of 244 weeks. The average time that the schools have been in session is 34 weeks, and the average number of pupils is 48; an increase of time of three weeks, and of pupils four in each school. These facts are truly encouraging. The whole number of pupils between the ages of five and twenty-one, reported, is 6,366; of which, 4,942, or about 77½ per cent, have attended school some part of the year. There has been an increase of attendance over last year of five and one-ninth per cent, which may be attributed to the steadily growing interest in the cause of common school education in this once "sequestered region." The number of pupils in each town is as follows: Carlise, 672; of which, 566, or 84 and one-sixth per cent, attended some part of the year. Cobleskill, 806; of which, 580, or about 72 per cent, attended. Fulton, 1,179; of which, 875, or 74 and two-elevenths per cent, attended. Jefferson, 657; of which, 574, or 87½ per cent, attended. Richmondville, 843; attendance 701, or 83½ per cent. Seward, 652; attendance 453, or about 72 and five-sixth per cent. Sharon, 928; attendance 647, or 69½ per cent. Summit, 659; attendance 556, or 84½ per cent.

ATTENDANCE.—From the above statement, if the trustees' reports can be relied on, Jefferson ranks the highest and Sharon the lowest in the scale of attendance. As soon as the people fully *understand* the new law authorizing a portion of public money to be apportioned upon the average attendance, it will have the desirable effect of increasing the average attendance of the pupils in our schools. Under the old method of apportionment, only about 50 per cent of the children of school age were in attendance during any part of the year; but now it will be observed that over 75 per cent are in attendance. This is a step in the right direction.

The School Register, as prepared by the State Superintendent, has been received with favor by all; by teachers and trustees, and especially by the Commissioner, as a very great convenience, and possessing ad-

antages very beneficial. There are, comparatively, few who attend the district school after the age of 18; and many, I notice, send their children to school when they are only three or four years old, to get them out of the way; while others, more properly, wait until they are six or seven. Judging from the registers, I think children, as a general thing, enter school at about five, and leave it at about 16 or 18 years of age.

Among the many difficulties in the way of the improvement of our schools, irregularity of attendance is one of the most greivous. Parents are slow to believe that their work had better be left undone, than their children be kept from school.

**RATE-BILL.**—I am more and more convinced that the present system of paying a balance of teachers' wages by rate-bill has a tendency to decrease the attendance at school, by frightening many who seem to think that every absent mark on the school register will exempt them from the payment of a certain sum of money; while, were these parsimonious souls charged for every day, the detention of their children from school would occur less frequently. It is true there are many parents who consider themselves too poor to pay a rate-bill, and who are too proud to claim exemption, and, as a natural consequence, their children are allowed to grow up in ignorance, and thus become the innocent sufferers. Again, I know many districts that are abundantly able to support a good school for forty weeks in the year that have only twenty-eight weeks—just long enough to use up the public money and to secure for another year. The fact is, as soon as it is ascertained that the public money is expended, the children are withdrawn from school; and this is the reason why so many districts have school only just long enough to comply with the requirements of the statute; and I am persuaded this is why so many cheap teachers are employed by the trustees. They are fearful of raising a hue and cry against even a moderate rate-bill. I know that public sentiment is divided in regard to this matter. Many believe that deeper interest is taken in schools where patrons expect to pay a portion of teachers' wages in a rate-bill. They seem to think that what is worth having is worth paying for.

**SCHOOL HOUSES.**—In my district there are two log, ninety-five frame, or stone, and one district *without* a school house. It was burned accidentally, of course,) on the night a small sum had been voted to repair the miserable old one which stood by the way-side. I might enumerate a score of these old miserable apologies for school houses, standing in the highway; hence having no yards, shade trees or play grounds, with leaky roofs, broken walls, seats on three sides, imperfectly constructed, without any proper means of ventilation, and destitute of every appendage usually deemed essential, being in fact fit for nothing more than a shelter for animals.

I should have condemned some of these old rickety buildings and the outhuts last year, according to authority conferred by the new school

law, but for the heavy taxes that have been laid upon the people by this "wicked rebellion." After due deliberation I have made up my mind to give notice to a few districts, should not a wind or fire accidentally occur, removing some of these old dilapidated shanties before I have time to, that unless measures are taken during the present season to build good school houses for their children, the supervisors of their towns will be invited with the Commissioner to consider the propriety of condemning these old shabby wigwams.

I would not be understood as representing these cases as beyond all hope. There are persons in these districts who feel deeply interested in erecting suitable buildings for their children. Within a few years past a few school houses have been built, which reflect credit on the inhabitants for the architecture and outside finish. Even these have the same defects in their interior construction, having taken the old ones for a model. Trustees, in most cases, do not know the wants or inside arrangements of a good school room; and it is my opinion that they should not be allowed to proceed with the erection of a building until they have submitted a plan of such to the State Superintendent or School Commissioner, or both, for their approval.

If some means could be devised by the Department to induce the trustees or districts to move their school houses back out of the highway; to plant shade and ornamental trees and shrubbery; to keep up a good and tidy fence; to build, paint and keep clean the out-buildings, thus rendering the surroundings of the school room attractive, much good would result therefrom.

APPARATUS.—In my last Report to the Department, I spoke of the prevailing destitution of school apparatus. I am sorry to say that there is but little change for the better. It is to be hoped that some measures will be taken to supply every school district in the State with this much needed auxiliary. If our schools could be provided with letter cards, outline maps, phonetic, grammatic, chirographic charts, globes, and Holbrook's geological and geometrical apparatus, it would be a great incentive to our children. By such means the instruction imparted in the different branches would be rendered more attractive and be better understood. The real interest that might be thus waked up, and the advancement that could be made in a single term, would be worth far more than the cost of the necessary apparatus. I would also recommend that every district be furnished with the simplest appliances for object-teaching. If any way could be devised by which this might be accomplished, it would not be long before object-teaching would be introduced into our schools; and the scholar, instead of spending long years in gaining a knowledge of size, weight, color, measure, time, distance, meaning of words, and the elements of physical science, would learn them in a short time by means of these objects.

You will notice that the enormous sum of \$2.48 was raised during the *past* year for this purpose. Judging from this, the people must have

at little faith in the use of school apparatus to illustrate the various principles which the teacher is called upon to present to his pupils. This is a shame : where hundreds of dollars ought to be laid out and are really needed, only the paltry sum of \$2.48 is expended ! How long shall this state of things continue ? Might this not be remedied by an appropriation upon the district, or a general appropriation from the State ? If the library money was to be expended for this purpose, it would be infinitely better than to squander it for the sectarian trash that now incumbers our libraries.

**TEXT-BOOKS.**—There are an endless variety of text-books in our schools, and still they are increasing, since it has come to pass in this book-making age that any one who stumbles upon a new idea considers it his duty to write a book, and is spirited on by the desire of seeing his name in print, and thinks that "a book is a book, if there is nothing in it." And the publishers leave no expedient untried to force the sale upon the people. All agree that a multitude of text-books is a great nuisance, but how shall we abate them ? How shall a uniformity in the same district or town be established ? How long shall teachers complain, and justly too, of their inability to classify their pupils ? There should be some measures adopted by which this desirable object might be secured to the schools.

**LIBRARIES.**—As regards the libraries, they are in a miserable condition ; not much attention is paid to them, further than to elect a librarian. The books are drawn without any memorandum being made by him ; because he invariably refuses to serve, being elected against his will. The result is, the books are scattered throughout the district, and seldom find their way back, for they have "moved west." There cannot be much reliance placed upon trustees' reports in regard to the libraries. They have no catalogue of their books, and therefore do not know how many volumes they have. I am satisfied the most of them report "according to the best of their knowledge." It is to be regretted that the library money is not applied to the purchase of school apparatus ; for I believe it would benefit the children more in this way, than in expending it for books or anything else.

I venture to suggest for your consideration, and for recommendation to the Legislature, that the State Superintendent of Public Instruction be authorized to direct the expenditure of the library money apportioned to each district, for school apparatus ; and as a condition for the future participation in the library money, that every district raise as much by tax as it receives from the State.

**TEACHERS.**—The number of teachers employed during the last school year is 193, of whom 69 are males and 124 females. Three years ago there were as many males as females engaged in teaching ; now there are only about one-third as many. Judging from this, the time is not distant when the schools will be given up entirely to the "gentler sex." The old prejudice that males are better teachers than females

having the same qualifications, is fast giving way. Woman communicates her thoughts and ideas with more facility than man; is rich in invention; has a greater faculty of adapting herself and her instructions to the wants and capacities of children, and has a much larger supply of patience. Hence it would seem that she is by nature adapted to the work.

Not one-half of the above number follow teaching as a fixed and permanent employment. There is a constant change going on in our schools. Very few employ the same teacher during the summer and winter terms, for the reason that trustees generally wish to employ *cheap teachers*, and these only seek temporary employment. We have too many who enter the school room for a short time, with no idea of following teaching; making it only a stepping-stone to some other employment or profession. There is another class of old-fashioned teachers and beardless boys, who turn their attention to it for three months in the winter, because it affords a fair compensation for a few idle months not otherwise employed upon the farm.

This change of teachers is the sorest evil connected with our common schools. Just as soon as Mr. A. becomes acquainted with his pupils, and gets his school nicely arranged and in good working order, the term closes. On comes Miss B. The school must be all reorganized. The scholars are all turned back to the beginning of their books. Her predecessor's method of teaching, and plan of conducting a recitation and interesting the school are different from her's: hence are all wrong; but just as soon as she gets these wrongs righted, her time has expired. Next comes Miss C. Of course the school must be reorganized. She tells them that they have never been taught the rudiments properly; that they must be thoroughly understood: hence some time must be spent in their investigation. The new teacher brings new rules, and has a new classification. But hop-picking has arrived, and her "time is out." After hop-picking, to make the "required time," Miss D. is engaged to teach a few weeks. She is an entire stranger. Her plan is entirely different from all of the rest. She goes through a certain routine; reads so many times around; asks just the questions in the book; does all her teaching on the old hoop system; and by the time she gets the machine running, the first of October "turns up," and "school is out."

Comment is unnecessary. It is impossible to over-rate the evils that result from such a change. How long shall this continue? Ask the trustees why they manage thus: their answer is, that they cannot afford to pay a good male teacher throughout the year. And instead of employing a well-qualified female by the year, they play the above farce. Is there no way in which this terrible custom of changing teachers every term can be broken up?

I do not wish you to infer that this evil exists to a greater degree in my district than in other parts of the State. As far as I have observed, it is quite general.



There is a class of teachers of whom I am justly proud, and who are doing a noble work. They are high-minded, earnest souls, forgetful of self, and great workers. Educated for their business, they call to their aid all the helps within their reach. They teach not only what is in books, but in nature and art; thus assisting the young mind to expand by cultivating a thirst for knowledge. And these are received with honor by the people, commanding from two to three dollars per day; who are sought after, and constantly employed. Among this number are the Normal graduates who have been teaching during the past year. Besides there are several students from the School, who intend to graduate. We regret there are so few of these graduates. The people, like Oliver Twist, constantly crying for more.

**EXAMINATIONS.**—I regard the moral and intellectual qualifications, and the ability and tact to teach, of greater importance than the mere knowledge of books alone. Applicants are required to give a written statement of their ideal of the teacher's character and work; and to bear a written and oral examination in the principles and methods of instruction in all the common school branches.

**DEFICIENCIES.**—I find that some teachers are deficient in general intelligence, geography and history; being unacquainted with the geography and history of their own town, county and State, and civil government; having never read any work upon theory and practice of teaching; take no educational journal, and of course lack the spirit of a successful teacher. I do not wish you to infer, from the above, that this is worse in my district than in other sections; for all have this class to contend with. I believe, and in fact I know, that the qualifications of my teachers, and the interest they manifest in their work, is fully up to the standard of other counties.

**TRUSTEES.**—I find, in looking over the school reports, that about two-thirds of the districts still continue to elect three trustees. In a great many districts, very injudicious selections are made. Men are frequently elected who have little or no direct interest in the schools, and who are very inefficient in the discharge of their duties, except in hiring the *best* teacher, or some favorite one of a certain political or religious type. It seems to me that this office is a very important one; and that the advancement of our schools depends in a great degree upon the manner in which trustees discharge their duties. If the office is one of so much importance, requiring so much time and labor, and that too without remuneration, it is not strange that trustees fail to discharge their duties as faithfully in all respects as the wants of the schools demand. Many plead incompetency (and justly too, for no less than five minutes to make their mark in signing their report); some, ignorance of their duties, as an excuse for not doing it; while others openly confess that they cannot afford to devote the time and labor necessary to a proper discharge of their duties, without pay. They are sometimes obliged to spend two or three days at their own expense, in order to

secure a good teacher; and then to go after them, and to take them home two or three times during the term; to go to the town clerk's office, to ascertain the assessed valuation of their districts; to make the assessment of taxes; to make out the rate-bills, and to put them in to the hands of the proper officer for collection—all requiring time and labor. And in addition to this, the immense labor of making their annual report to the Commissioner, and depositing it in the town clerk's office. This is a fair statement of the duties imposed upon trustees.

In view of the conceded propriety of paying all town officers, even the school district collector, something for their services, I would recommend that trustees be paid for their labors.

VISITATIONS.—I have, during my inspections of the schools, endeavored to make my examinations as thorough, and at the same time as interesting as possible. My desire has been to benefit them, and to gain such information as might enable me to form a correct judgment of their usefulness, and of the efficiency of the teacher. I also aimed so to conduct my official visits as to be regarded by the scholars and teacher as a friend coming to assist them; not to criticise and to find fault, but to encourage and sympathize with them in their difficulties.

PATRONS.—There is, in some instances, a want of co-operation with the teacher by the parents. This is owing to a captious disposition which must be indulged, or to a want of appreciation of their duties, or to an indifference to the educational interest of their children, or to all of these reasons; thereby making the labors of the teacher more arduous and unpleasant. As a general thing, parents do not visit their schools as frequently as I wish; but the live teacher kindles a fire in his district, that wakes up even these dead patrons, and in many instances brings about a radical change.

TEACHERS' INSTITUTE.—The Institute was held at Cobleskill, commencing October 23, and continuing eleven days. Over 175 teachers were in attendance. The exercises of the first week were conducted by Miss Olive A. Pond and the Commissioner. During the second week they were assisted by Prof. C. Townsend, of Rochester, who rendered valuable aid. It was a success.

Thus, in accordance with the requirements of the Department, I have endeavored to present as faithfully as possible the condition of the schools under my charge, and the causes that retard their improvement.

In conclusion, I cannot refrain from speaking of the generous hospitalities that have been extended to me, and especially for the uniform courtesy and respect with which I have been treated by teachers, pupils and patrons, during the eight years I have had the honor to act in the capacity of School Commissioner.

Respectfully submitted,

A. C. SMITH, *School Commissioner.*

## SCHUYLER COUNTY.

JOHN V. M. RICE, *Superintendent of Public Instruction* :

Dear Sir—It is with pleasure that I submit to you the following Report on the condition of education in Schuyler county.

The whole number of school districts in the county is 114: one of them has made no report, nor had any school for several years. According to trustees' reports, there are 113 whole districts and 15 parts of districts.

There can be conveyed to you no correct description of the condition of the school houses and grounds. We have all varieties, from the poorest shanty to the most comfortable and well furnished buildings, in this section of the State. Nature has favored us, by giving us beautiful locations and picturesque views. Seneca lake, noted for its beauty, extends almost through the county; and on either side of it, hills, valleys and plains are mingled in the most pleasing variety. The opposite shores and landscapes are far enough apart to conceal from each other every defect, yet near enough to appear lovely and enchanting; while the clear waters of the lake are ever glistening in the sunlight, foaming beneath the storm-cloud, or reposing in placid beauty. Many of the school houses are so situated as to command views of this scenery, and should add to its appearance; but they often sadly mar it by their cheerless, forbidding, dilapidated looks. Some of the inhabitants, however, have caught the "inspiration of nature," and erected buildings in such inviting situations that one would be almost willing to teach there for nothing.

Classified according to *appearance*, there are about 25 houses, which have been erected within a few years past, painted red or not at all, with nothing to commend them to our favor except that they are "first rate" for the money they cost. There are about 35 houses, new or as good as new, painted white, many of them with blinds and some other conveniences which add greatly to the comfort of the pupils. But now comes the "stubborn fact" that we have 52 school houses which do not deserve the name. Many of them were erected 25 and 30 years ago. There is nothing to be said in their favor, except that, in spite of their formidable appearance, they lead the memory back to other days, when the dearest spot on earth was within those old walls which sheltered us securely from the perplexities and snares of the world, where friendship was the purest, and where our dearest associations love to linger. There is one old brick house, and one new brick building which is the property of the Watkins Union School. There are three log-houses, and they are better than some of the frame buildings.

Classified according to *inside appearance*, there are about 40 school houses with comfortable well arranged seats and desks, well painted and filled. About 50 are ill arranged and inconvenient. The remainder (3) may be described as being indescribable. I have no power to tell the positions and angles, the height, narrowness and smoothness of the

seats and desks; they point in all directions, and may be made to "assume any given position."

According to trustees' reports, we have the following valuation of houses and lots; but it cannot be relied on, as there was no uniformity in their judgment, nor any standard of valuation:

Worth less than \$30.....	1
" \$50 and less than \$100.....	15
" 100 " " 200.....	25
" 200 " " 300.....	20
" 300 " " 400.....	15
" 400 " " 500.....	14
" 500 " " 600.....	7
" 600 " " 700.....	5
" 700 " " 800.....	6
" 950.....	1
" 1,000.....	1
" 1,150.....	1
" 1,800.....	1
" 14,000.....	1

Deduct those in the last column, and the average value of the others is about \$282.

With the exception of two or three which are warmed with coal stoves, the houses are heated with wood stoves, and many of them are well ventilated—by cracks, crevices and crannies. Quite a number of the lots are inclosed. One district has also planted trees, and done all it could to protect them and make them grow. The Watkins Union School district has spent several hundred dollars in decorating their school lot: their building cost \$15,000; the lot is worth \$4,000. The Secretary of their Board of Education, fearful of putting the value too high, has got it \$6,000 too low; for, in its present condition, it is probably worth \$20,000. The people of Watkins take a just pride in their school, and their Board of Education is always composed of the most substantial men there.

The number of children of school age is.....	6,395
Being a gain on the preceding year of.....	99
The number which attended school is.....	4,870
Being a loss on the preceding year of.....	411
The number of weeks' school is reported.....	3,752 3-5
Being a loss on the number of the preceding year of.....	481 2-5
The whole number of teachers is: males 45; females 189.....	234
The number employed "at the same time" was.....	118
The average number of weeks each teacher taught was.....	30 1-5
The amount spent for teachers' wages was.....	\$14,997 64
Making the average wages per teacher, by weeks.....	4 24
The whole number of days' attendance at school.....	3,318.35
Aggregate attendance of "persons residing in the district".....	3,250.06
Making an average daily attendance of all the pupils (nearly).....	18 1/2
And of those "residing in the district," about.....	18
The amount of library money apportioned was.....	\$267 01
And there was paid out for library purposes.....	63 48
And for apparatus there was paid.....	22 42
There are 7,714 books reported and valued at.....	2,925 00
The amount apportioned to the districts (as reported).....	7,857 01
The amount raised by rate bills was.....	4,256 34
Making the apportionment which each pupil received.....	1 69
And the average for each pupil on the rate bill.....	87

The districts are about equally divided in regard to one trustee system; though I think it is gaining ground.

The rate bill system operates with miserable effect in many localities. People, never having tried any other, are not aware of its many disad-

**vantages.** It prevents many penurious persons from sending to school, **and** many of the poor who are too proud to claim "exemption." It **prevents** teachers from receiving their wages for several weeks and **sometimes** months, after their terms expire. It ought to have no hold on us, **except** as a relic of the "dark ages" of education.

**B**efore proceeding further, I would like your attention in regard to **the** imperfect manner in which the trustees' reports are made. With **scarcely** an exception, I have had to work over every report; "guess **out**" and "cipher out" parts which were lacking, by means of other **parts** imperfectly stated; guess at the writing and the figures; study **out** the causes of difference before the financial column would balance; **depend** on other sources for "statistics;" and wait for many reports **until** you could no longer wait for me. I have thought if it would not **be** an advantage for the Commissioner to hold meetings, in different **parts** of his district, from the first to the fifteenth of October, for the **purpose** of meeting trustees, and superintending the work of making **their** reports. It would insure perfect accuracy in every particular, and **be** the means of establishing a standard of comparison in regard to **several** things which the State Department has to leave to the judgment of persons frequently incompetent to decide.

Private schools are reported to the number of 10, and as having 235 pupils.

There are no Parochial schools, nor any for colored children. The people of some districts make no opposition to the attendance of one or two colored children in their schools. I am not aware of any of this class having been denied the privilege of attending our schools, if they wished to go there.

There is but one Free School in the county, the Watkins Union School. Steps have been taken to form another in Burdette; but, from some cause, they have stopped proceedings.

There is but one Academy in the county. It is the higher department of the Watkins Union School. Take the whole school together, and it presents as many points of perfection as any similar school within my knowledge. The location of the building is attractive; the building itself is a fine edifice, capable of accommodating 600 pupils. It is well furnished with the latest and most approved kinds of furniture. The teachers are interested in their duties, and competent to perform them.

In addition to this, we have the People's College; a failure as regards its original purpose. I think it might be used for a Normal School with great advantage, not only to the county, but to the State. We need a Normal School in this section of the State, more than you do at Albany; and I am sure it would be well patronized, on account of expenses being less here than in Albany. I do not propose to "run opposition" to the Albany Normal School. On the other hand, I hope the time will soon come when we shall have many Normal Schools in our State.

Though we lack for high schools within the county, there are, within a distance of from ten to thirty miles from the center of it, 10 academies, seminaries and colleges, and others in contemplation. So our youth are particularly favored as regards the higher walks of learning.

The libraries still maintain a precarious existence. The average value of the books, based on the trustees' reports, is 38 cents. We talk of the diffusion of knowledge, and the desire of the masses for sound, substantial reading. Perhaps they do desire it, yet the history of these libraries proves that they do not always avail themselves of the means of obtaining it. Compare the bulk of the reading of the day with the untouched books in the school libraries; compare the books themselves with each other. Those which have appeared like mines of knowledge to many a brilliant mind are as unsoiled, except with dust, as when first placed there. Plutarch, Rome, Greece, Alexander and Cæsar, to say nothing of Carthage and Hannibal, Syracuse and Timoleon, are as much a myth to thousands of minds as ever. Last year, of the \$267 appropriated to the county for libraries, only \$63.48 was spent for books; and of this amount only 12 districts out of the 113 in the county applied it as follows: One district used \$23.65; another, \$12.21, leaving an average of \$2.76 to each of 10 others.

It seems to me, nevertheless, that a strong effort ought to be made to preserve our libraries, and have them read. It is not enough to say that our pupils read *other* books. We want them to read *these* books and profit by the lessons they teach. Perhaps it would tend to the preservation of the libraries to order the librarians to make yearly reports of the books, and charge the districts for each one missing since the last report. The amount could be deducted from the annual apportionment to the district.

The schools are almost totally deficient in apparatus. Only three districts spent anything last year for apparatus. One paid \$22.17; another, \$15; another, \$6.27. That which is put in the financial reports under this head, must be considered as paid chiefly for "black-boards." Webster's Dictionary still remains in some schools; from others it long since took its departure. There are two, three or more maps in several schools; all they are good for is to show the "good intentions" of the parents. The districts would be much benefited if they would purchase enough apparatus to illustrate the studies pursued in them, if teachers knew how to use it; but the majority of them would not or could not use it with sufficient advantage to make it beneficial to the pupil.

We have no associations, though we have had them, and know how beneficial they are. When I came into office, one of my first efforts was to organize an association. It was called at Watkins. The day for meeting was very unpropitious. It snowed heavily and thawed also, which, of course, made a mixture of snow, mud and water on the ground. Notwithstanding, about twenty noble hearted girls made their appearance, and finding the building, where we were to convene, locked, and

to unlock it, they *stood their ground* and helped to organize in the same way. That was our first meeting. We held meetings once a month, but war matters claimed the attention of the male teachers, and consequently the female teachers were unable to attend. It "died a lingering death."

The schools are generally well supplied with text-books. Those which have precedence of all others are Robinson's Mathematics, Sanders' Read-Brown's Grammar, Monteith and McNally's Geographies, Davies' Mathematics, and a half dozen other geographies are used more or less. McKim's Grammar, I am glad to say, is coming into favor. Algebra is used in a large number of schools, and there is scarcely a district which has not several pupils anxious and able to pursue one or more of the higher branches. I think that the "legal" standard of teachers' qualifications should be made to correspond with the requirements of the times.

The Institute was in session two weeks, and excelled any former sessions in point of numbers, zeal and ability of its members, and in the character of the instruction given, and in its drafts on the State. We were aided through the kindness of Hon. Charles Cook, the whole of the People's College at our disposal. A large number of the teachers occupied their rooms in the building, which gave it the appearance of a large boarding school. Audiences of from four to six hundred people attended the evening exercises.

Prof. M. McVicar, of Brockport, taught Grammar, Arithmetic and Geography. Prof. O. F. Whitford, of Havana, also taught Grammar and Mental Arithmetic. Rev. F. S. Howe, of Watkins, conducted a few exercises in Geography, and lectured on different topics. Exercises were also conducted by myself, as time and circumstances allowed, in Reading and Elocution, Spelling, Physical Geography, and several things relating to the mechanical arrangement of the school room. A portion of each forenoon was devoted to criticisms, and hearing rehearsals and essays by persons appointed the day before for that purpose.

The evenings were devoted to the query box, discussions, lectures and miscellaneous subjects. Two lectures were given nearly every evening, as follows: Prof. McVicar, on the Management of a School; Punishment of Scholars; Signs of Character; Etiquette; Education of Conscience; Training the Young Mind. Prof. Whitford: Valley of the Mississippi. Rev. F. S. Howe: Theory and Practice of Teaching; Organization and Management of a School. Prof. John Phin, of Havana, gave us five vivid lectures on Chemistry and Philosophy, illustrated and explained by means of apparatus worthy the best college in the State.

I am thankful to you, sir, for sending Prof. McVicar to us, for we needed just such a man—one who could talk earnestly and convincingly concerning the highest and best motives which should actuate teachers.

We scarcely know what to say in regard to the teachers as a "class." Their variations in life, difference in social positions, diversity of ideas on

teachers' duties, sentiments of Commissioners in regard to certificates, all conspire to make so many changes from one year to another, that we know nothing of a district school teacher's "profession," such as it ought to be. I believe we should find, if the facts were known, that the district teachers of the country change once every two or three years. There are but few persons in the county who belong to the "profession." The best teachers will teach in the winter, but *will not* in the summer; the poorest will teach in the summer, but *can not* teach in the winter. Wages are about the same winter and summer for the same persons, but more "cheap" teachers are employed summers than winters. The districts have made fewer changes than during the year before. There are fewer teachers than during the year preceding—more good ones and fewer poor ones.

In granting certificates I follow no special plan. My business is to ascertain, by any fair means, the qualifications of the applicant; to do it as soon as possible, but to take time if necessary. I have "had my eye" on persons for two years before I dared to give them a first grade. I give third grades, generally, to all on their first examination, unless I have outside testimony on which I can rely, in which case I make the grade as nearly as possible to correspond with the testimony. I watch my teachers, inquire about them, and send a higher grade to those who deserve it, without any application for it from them. On the certificates of those who have proved themselves perfectly reliable and competent, and of good moral and social influence, I write the words: "*Specialty recommended.*" I have lately adopted the rule of giving certificates for not more than one year, for two reasons: 1st. I do not wish to extend them too far into the next term of my office, but leave it to my successor to license as he pleases. 2d. Many who held two and three years' certificates did not attend the Institute until they wanted others.

I have inculcated the idea that a certificate is nothing but the evidence of a reputation which the teacher must earn for himself, and that the amount of well-directed labor which one does is the measure of his success. After all, I never have any hope of one's being a true, successful teacher, unless the whole appearance betokens purity of heart, gentle manners, and honesty of purpose.

People cannot "see why" one gets a first grade, while another who "knows just as much" gets only third or second; nor why one is advanced while so many others receive, again and again, the same low grade. Yet if they could see the importance of proper motives, they would not wonder at my discriminating in favor of hearts and souls that are ever reaching after better things, and actuated by none but the highest and holiest motives.

In regard to *myself*, I begin to think that I am of no account. I am at work for Schuyler county for my board; that is what it amounts to. I do all I can afford to do. All I get from State and county is \$625 a



er; out of this has to come every expense, both official and personal, for a traveling equipage in addition. I am therefore compelled to follow another business in order to "get a living."

When I commenced my duties, I formed many projects for the interests of education here. I thought it would be easy to combine and call into active operation the literary talent in the county; to establish winter courses of lectures in different localities; to have prizes for the scholars, and county meetings and town meetings of the schools, and to venture on such parts of the school law as is least understood; to establish a Central Office, which would be the Headquarters of Education. But "somebody" must bear the cost. All I wanted was enough to pay for my living and expenses. I will not trouble you with pecuniary matters, except to say that for what is lacking in my official duties the Board of Supervisors must bear the responsibility. I will do all I can, for the sake of my friends throughout the county, and trust to them and you for a just acquittal of willful negligence.

This Report is written with the care and perplexities of a school of eighty scholars on my mind. I beg your pardon for having made it so lengthy; but since it is the first written report from this county, I thought I might be more explicit than would otherwise be necessary. In reviewing it, I fear I have found too much fault. I am proud of our educational system. I love to be engaged in educational affairs, and am very grateful to the people of my county for giving me my present position.

Yours respectfully,

LAUREN G. THOMAS,

*School Commissioner Schuyler County.*

NORTH READING, N. Y., Jan. 24, 1866.

## SENECA COUNTY.

Hon. V. M. RICE, *Superintendent of Public Instruction:*

Sir—In accordance with the requirements of the Department, the undersigned submits the following Report:

ATTENDANCE.—The whole number of pupils of school age, within the County, according to trustees' reports, is 9,914; of this number, 6,690 have attended school some part of the preceding year, while the average of resident children has been but 2,887.323. This, I imagine, is a smaller average than will be reported in coming years, for several reasons. I am led to this conclusion, because I found a larger average attendance during the summer than the winter term; which is not generally the case in rural districts, but the reverse.

TEACHERS.—In the 120 districts and parts of districts in this county, there have been 215 teachers employed; only one of that number having taught without license, and she only for two weeks; of this number, 42 were males, 173 females. This ratio of teachers will, I also think, be

largely diminished the coming year, because quite a large majority of our schools have employed male teachers for the winter term, the supply of male teachers being largely augmented by the return of many who entered the service at the call of their country; many among the volunteers from our county being from the rank and file of our teachers.

**TEXT-BOOKS.**—No change in text-books having been recommended by our Institute, they remain the same, with no very great uniformity, but with quite as much as any one could expect under the present diversity of publications.

**SCHOOL HOUSES.**—The majority of our school houses are comfortable and commodious structures, with appropriate grounds and out-houses. A few, however, are scarcely fit for the use to which they are appropriated, as you will see by glancing at the valuation as reported by trustees; but at the same time it is gratifying to know that these dilapidated tenements are gradually disappearing, to give rise to others that are an ornament to the locality. This has been the case in district No. 5, Tyre, the past summer. On the grounds where stood the old fabric, hardly of value sufficient to pay for its removal, now stands a commodious and elegant building worth at least \$1,700; a work, for which the inhabitants of the district should receive the approval of every lover of the cause of education.

**LIBRARIES.**—The district libraries, in the majority of our schools, receive but little attention; however, in some of our schools they are prized and properly appreciated; yet these instances are few.

**EXAMINATIONS.**—I continue to hold examinations in the spring, for the accommodation of those who teach the summer schools. For the convenience of teachers for the winter schools, a class is formed during the session of the Institute. At the examination of teachers this fall, I found altogether a different class of applicants; they being mostly males, and of more advanced age and experience, although the teachers who have been employed heretofore have done credit to their vocation.

**RATE-BILLS.**—The rate-bill system is practiced in all the schools in our county, except the three free schools of Waterloo. I think there have been very few scholars kept from school on account of the expense incident upon the system.

**ACADEMIES.**—There are two Academies in our county. The East Genesee Conference Seminary, at Ovid, is now under the supervision of Prof. Sanford; the Institution bids fair to prove a very good school. The Seneca Falls Academy is still in charge of its former principal, Prof. Janes; the school bears a very fair reputation. The Waterloo Union Free School has an academic department, and, as usual, is making its mark among the schools of the county. This school furnishes more teachers than any school in this locality; it has its Normal class again this year, and is progressing finely; it remains under charge of ex-Com. Bodine. The number of students in these schools I am not able to report, except that of Waterloo, which you have in my statistical report.

**APPARATUS.**—Most of our schools are provided with blackboards and maps; but there are deficiencies in other articles of apparatus, which, in my judgment, might be purchased with the library money, and prove a greater advantage to the majority of our schools, than being expended on books that are scarcely ever read.

**FURNITURE.**—The schools are generally furnished with necessary furniture both for the convenience of scholar and teacher.

**PRIVATE SCHOOLS.**—There are 13 private schools within the county, embracing 276 scholars. These schools are generally organized in localities where the public schools might accommodate the whole number of pupils.

**INSTITUTE.**—I now come to speak of our Teachers' Institute, which was held at Waterloo, commencing October 9th, continuing two weeks. It proved a perfect success, and was all that any reasonable attendant could desire. With Prof. Pooler as principal, and Bodine, Gillett and Bell as assistants, who could expect a failure? The number of teachers in attendance was 160, a much larger number than was ever induced to come out to an Institute in Seneca county before. The good feeling that prevailed was really gratifying. All seemed to participate in the exercises with great satisfaction. At no time during the session did the rest appear to relax.

**LECTURES.**—Several instructive and entertaining lectures were given during the session. Prof. Pooler gave a lecture, on the Importance of teaching the fundamental principles of Physiology in our common schools. Lambert entertained the Institute and citizens with one of his valuable lectures on Physiology, one afternoon and evening. Prof. Gillett gave one lecture on Self-culture, one on Astronomy; Prof. Cadmus, one on the Lights and Shades of a Teacher's life; Rev. Mr. Hogoboom, one on the great value of Labor, a law of our nature, its incentives necessary for successful teaching. All of the above lectures were appreciated by the entire audience.

Of my duties as Commissioner, and how well they have been performed, I will leave to the people whom I serve to judge and to speak.

Yours respectfully,

WID, Dec. 15, 1865.

I. RUNYAN, *School Commissioner.*

### STEUBEN COUNTY—FIRST DISTRICT.

1. VICTOR M. RICE, *Superintendent of Public Instruction:*

Dear Sir—In the performance of duty, I report for the 1st Assembly District, Steuben county, N. Y., as follows:

There are in this district, 111 school districts, 109 school houses, 111 school districts, in 9 of which the houses are in other counties. Of children between 5 and 21 years of age, 7,301; of whom 5,329 have attended school during the past year. The schools have been in session, in the

aggregate, 3,272 weeks, with an average daily attendance of 2,393, and the expenditure of \$27,706. The number of teachers employed has been 241 ; 38 males, 203 females.

**SCHOOL HOUSES.**—Many of these are unworthy of the name ; unfit for the use to which they are applied, and attractive only to the curious antiquarian. I ask a question which I am unable to answer :

Why do sheep, in the erection of comfortable and well-arranged sheds and barns, receive more care and attention than children of the district schools? Some of the houses may be accepted "under protest," a few only are creditable to our people and the present age. Children require every convenience and a multiplicity of comforts "at home," "at school," how otherwise? Why! Are they objects of solicitude only when under the parental roof? I ask for information and a decision by your Department.

**SCHOOLS.**—Their condition and prospects are as good as can reasonably be expected, with the advantages they possess. Teachers generally are active and ambitious, and seem disposed to make the most of their opportunities and advantages. The "Graded School" at Bath is a model seldom equaled, with some 250 pupils in attendance. Some 15 private schools, with about 450 scholars, have been in successful operation during the year in this district.

**ACADEMIES.**—Of these we have two. Franklin Academy, located at Prattsburg, was incorporated in 1827. The buildings are large and convenient. The library contains 1,300 books ; the institution is well supplied with school apparatus. The number of students has been somewhat diminished during the past four years, but now the attendance is increasing again. Under the charge of Prof. S. E. Smith, A. M., "old Franklin" is in a flourishing condition.

Hammondsport Academy, is also doing finely, under the supervision of J. W. McLaury, A. M. The buildings and rooms are well arranged and fitly furnished. The average attendance is about 100.

**SCHOLARS.**—As a general thing, they are advanced too rapidly ; this is in part the fault of teachers, but more of parents. Fond parents are proud of infant prodigies. "Why! my James reads in the 5th Reader, and he is only eight years old," says one ; leaving the hearer to infer that James is already a ripe scholar and a good reader. "I wonder if the 6th Reader will be out soon."

Alas! poor James! Getting an education at railroad speed! Put on board the Express Train at the age of four, and provided with a "through ticket," he is hurried from the A. B. C. Station before he knows p from q or b from his father's barn. Primer Depot he has never seen. First, 2d, 3d and 4th Reader Stations he passes rapidly, stopping only to "wood up" or "wait time." He goes only to 5th Reader Station, because that is the present terminus of the Reader Railroad. What is the result? Why! James is reading in the 5th Reader, to be sure. Yes ; even so, and he cannot now pronounce most

two syllables, or spell *biscuit* or *cider*. Being unable to spell reading, he stops, skips, stammers and miscalls words ; mis-ords, he does not understand what he reads ; failing to under- will never acquire an interest in reading or become a good ndifferent Orthography is the father of poor Elocution. So in ;, many children are hurried from the "Table Book" to the ity" or Algebra, with only a limited knowledge of notation, nd subtraction. In Grammar, James will be passed at the from Brown's definition of a *noun*, into Bullion's Latin, there e elements and use of the English language. What nonsense l es, est, more significance than this, *I am, thou art, he is!* Then l study French and German as *accomplishments*. Is there no hment or utility in a knowledge of his vernacular tongue? hy was not James born a Frenchman ; on the Rhine ; or in

these inquiries here, because I have heard it said, by over-nts, "I wish the classics might be taught in our common o that we might educate our children at home ;" at the same children of said parents (reading in the 5th Reader and cipher-erest) might study with profit the introduction to Sanders' Book, and the art of writing numbers to the extent of one

s also pursue too many studies at the same time, in most of t schools. A child may be taught *too much* as well as *too fast* ; speed *too great* or the load *too heavy*, James will fail of acquir- ducation which would be most serviceable to him through life. forward too fast, he will *stumble* ; if overburdened, he will *tire* ps become *deformed*. James should learn his letters before he s to read ; and when he reads, should be able to spell and ; most or all of such words as are in his lesson. He will then confidence, and may be taught to read with ease and elegance ; *not till then*. So in Arithmetic ; the science of numbers is pro- and he should learn the *elements first* ; he should understand n, before he is allowed to proceed with division or fractions. me way he is not prepared to read a sum in arithmetic, and : its solution, unless he can read said sum correctly ; or parse

Essay on Man, while he insists in calling horse, *hoarse* ; *gion* ; and dairy, *diary* ; or for this :

"Stand! the ground's your own my braves!  
Will ye give it up to slaves?  
Will ye look for greener graves?  
Hope ye mercy still?"

mbling and hesitating:

"Stan! the ground's my own, you brays!  
We will not give it up to slays;  
Will we look for greener grays?  
Hope we for money still?"

The truth is, "that which is worth doing is worth doing well," and order in education is of as much importance as in a household or husbandry. "Spell, read, write and cipher;" if a child begin where he should leave off, he will never learn either to cipher, write, read or spell. Also, as spelling and pronouncing words prepares the way for reading, as one thing is the key to another, I would not have a scholar commence with spelling, reading, arithmetic, geography and grammar all at the same time. What is the import of these maxims: "Haste makes waste," "make haste slowly."

**ATTENDANCE OF SCHOLARS.**—The attendance of scholars at school has been only middling, five-sevenths of whom have attended school some portion of the year, with an average of only two-sevenths of those who draw "public money." I find better average attendance in schools which are in session more than twenty-eight weeks (just what the law requires), than in those which continue only this period; and the best average is made in such schools as are taught by the same teacher throughout the year. The rule is, less weeks of school give a low average; more weeks a better; and more weeks without a change of teacher the best average attendance. Hence, I add, the practice of changing teachers at almost every term of school is not a good one.

**LIBRARIES.**—The libraries in this district are sadly neglected and but little used. I cannot tell why, unless newspapers and magazines afford more interesting reading for the people. Some magazine, and from two to five newspapers are taken and read by most families. Nearly all of the districts use their library money for the payment of teachers' wages.

**TEACHERS' INSTITUTE.**—This was held at Bath, October 16th to 28th, and conducted as a "model school." The attendance, 162, was not large, yet much larger than usual in this county. Teachers present were of the working class, ambitious and jealous, and engaged with alacrity in the labors of the Institute. Profs. J. W. Barker, of Buffalo, and Z. L. Parker, of Bath, assisted by the Commissioners and three other teachers, conducted the daily exercises of the Institute. The evenings were devoted to miscellaneous matters, discussions and lectures. Among the lecturers were the Rev. Thomas K. Beecher, of Elmira, Prof. J. Madison Watson, of New York, and Dr. T. S. Lambert, of Peekskill. Evening sessions were well attended by citizens of the village. The Institute was in every way a success, and pronounced by citizens and teachers an interesting and profitable season.

**SCHOOL BOOKS.**—There is a choice and great variety of these in our schools. Most of the books are good, but the *assortment* is not needed. One, two and three editions of the same arithmetic and grammar, by as many different authors, are often found in the same school, with readers, spellers and other books in the same manner. This should not be so. I say, sir, *this should not be so*. This diversity of text-books in our schools is a "crying evil." There is no economy in it, if books only be taken into account. Then the schools; yes, schools! I solemnly affirm they

fer by this profusion or "confusion" of books thirty per cent. This I *can* and *should* be immediately removed. The schools, teachers, scholars and the friends of education plead for its removal. My plan is this: Under the sanction of law, let the State take the school book matter in hand. It is the duty of the State to see that the children of the State are educated. Why not the State then provide the ways and means? It does in part, why not in all? A provident father provides properly for his household. Are not the children of the State of its behoofd? and shall the State be an improvident and unworthy father? The present Legislature *can*, if it please, give us a *uniformity of books* in every district school throughout the State by the first of May next, thereby increase the efficiency of said schools thirty per cent., and save the people of New York State \$100,000 annually. Now, let the Legislature decide:

- t. What books shall be used in our schools.
- l. Provide the means and purchase said books of the publishers at wholesale.
- l. Supply each school with a "school book library," such as it may require.
- h. Replenish said libraries when necessary.
- h. Place said libraries under the care of the teachers and trustees of the schools, and require said books to be used as library books.

With the co-operation of trustees, teachers and commissioners, this method of supplying our schools with books is feasible, judicious and economical. The question of economy only stands in the way. This I would remove in part, for the first supply of school books, by selling the district libraries (now useless and going to waste) at auction, and using the proceeds thereof, together with the library money apportioned to districts in the purchase of a school book library. Then parents pay a *retail profit* for every school book they purchase. If they or their moneys are paid at wholesale and direct from the publishers, they will need pay the publisher's price for books. The people of this State now pay for school books at least \$600,000, on which sum the *retail profit* is at least \$100,000. Nor is this all. Now, as families change residence from district to district, they find it necessary also to change school books. Their children have books, but "they are not of the right kind." Well, it is better for them, better for their children and better for the school that their children's books be of the "right kind;" and as a matter of necessity, enterprising parents furnish their children with the "right kind" of books. In this way many children have two or three arithmetics, geographies or reading books. This duplication of books costs the people of the State, again, another \$100,000 yearly. Besides, in this way, as we now trudge along without direction or a guide, we shall never have what we all desire, a *uniformity of books* in our schools; they must continue with what I shall term a "public nuisance,"—the diversity of books in the same school.

It is said "What is everybody's business is nobody's business." Our schools need, and they *must* have a uniformity of books; but we have no one to direct, neither any statute to enforce the use of a single book. Between the likes and dislikes of children, parents, teachers, school-book committees and commissioners, the pecuniary interests of authors, publishers and book agents, the schools will go on "helter skelter" like, worried all the way with a diversity of books, till the latest generation. In a twinkling of time, the Legislature of the State, without injury to any one, with service done to all, can give order in place of confusion. Dare they do it?—no, not *dare*; they *dare* do anything. *Will* they do it? The law, and one "State School-book Bookkeeper," to keep accounts as between districts, publishers and the people's money box, will be sufficient. Uniformity thus established would continue from year to year, and the many complaints about "buying new kinds of books would be obviated; commissioners, teachers and pupils could then understand each other, and the schools would be for once in "working order." Nor would the immediate expense of thus supplying books be large, as most districts are already provided with books, half of which are of the "right kind." Besides, the auction moneys received from the sale of district libraries, and the library money now paid to districts, would lessen the expense very much. Then, if by and by it should be necessary to make a change of books, the State can at any time effect such change in two years (instead of twenty as now), without detriment to any, keeping all the time a *uniformity* of books in every school. If it becomes desirable to change a geography, select half of the counties of the State and furnish them with the new work desired; give the geographies on hand to the remaining counties for a year or two, and then supply them with the new book also. In the way I have thus endeavored to elucidate, or in some other, some *better* way, we must have, I mean we *should* have a uniformity of books, and all of the "right kind," in all of our district schools. Are we blameless if we delay?

PARENTAL CO-OPERATION.—Parents and guardians desire good schools. They admit and talk of the importance of education. They say "the price of knowledge is far above rubies," then send their children to school, and then—no, nothing then. If they have a house to build, they counsel with the builder. Is the education of their children of less importance than the erection of a home? If a showman visit their town, they visit the showman. Are schools less worthy of their attention than a hippodrome or menagerie? Parents should visit their schools, advise with their teachers, aid and encourage their children. If schools be worth the frequent visitation of parents, how much will schools be raised in the estimation of children! Some scholars play truant; parents should attend to such. Irregular attendance is a serious evil, which parents can remedy if they will. The young also acquire manners and habits from those older than they, by imitation; we who are grown, are



ple for the conduct of children. If children be vicious, they are of our choice, but instruction. If children swear, they are not of our human nature," as many suppose; they are simply repetition which has been taught to them. It is easier to be a gentleman than a clown, and children would sooner learn gentility than clowning—only they need teachers of manliness. It is well, then, that children should receive the constant care, attention and solicitude of the judicious instruction of teachers and the friends of education. The benefits of schools as good as the bounties of the State are theirs. If one thing more than any other controls the destiny of the State, that one thing is the education of the young. If one maxim more than any other, this has most significance:

" 'Tis education forms the common mind;  
Just as the twig is bent the tree 's inclined."

Thanks to your Department, with faith in the people, I trust the cause of education will continue to receive their fostering care, and in our future—our country's future—only security, success and shine.

Truly, your obedient servant,

RIPLEY R. CALKINS,

N. Y., Nov. 28, 1865.

*School Commissioner.*

#### STEUBEN COUNTY—SECOND DISTRICT.

*J. RICE, Superintendent of Public Instruction:*

In compliance with the requirements of the Department, I have the honor to make the following Report in relation to the common schools of this district:

There are in this District 8,897 children of school age; 7,036 of that number are reported as having attended school during the year. This is a decrease of the number of children in the District, but an increase in their attendance on the schools. Of the 119 school districts in this District, one employs 15 and one 3 teachers at the same time; two more have 2 teachers each, while each of the others sustains one school. There are, however, a number of the latter districts which would have two teachers each, during the winter term, and need none in summer. I think some of them might be induced to sustain two schools at the same time for 14 or 16 weeks, if they could receive a strict quota as a stimulant in addition to what they now receive. **RATES.**—I have yet heard no complaints of rate-bills; but the increasing living, and other causes, have raised teachers' wages from 30 per cent., and if the public money is not correspondingly increased, rate-bills must become burdensome in most districts, and may mean of materially diminishing the attendance on our public

**SCHOOL HOUSES.**—Eighty of the school houses in this district are made and kept comfortable, and some of them are convenient for the purposes designed. The remainder are either old log or miserable frame structures, many of them badly located, poorly repaired, inconvenient, uncomfortable, and entirely unfit for school purposes; teachers and pupils suffer severely in them during the cold weather.

**APPARATUS.**—The supply of apparatus in some schools is ample, but in most cases consists only of blackboards, with a few maps and charts.

**TEXT-BOOKS.**—A great variety of books have formerly been used, but teachers are now almost unanimously in favor of a uniformity of text-books, and have been able to bring about a change so that now the books generally in use are Robinson's series of Arithmetic, Brown's Grammar, Monteith and McNally's Geographies, Sanders' series of Union Readers and Spellers.

Pupils generally begin their attendance on the schools at from five to seven years of age, and end at from 15 to 20. During the four or five latter years, they generally only attend the winter terms.

**TEACHERS.**—There have been employed during the current year 263 teachers: 26 of these are males. About 80 of them make teaching a permanent employment, ninety per cent of whom are females.

**TEACHERS' WAGES.**—Males receive from \$8 to \$12 per week, excluding board, or from \$5 to \$7 and board. Females receive from \$5 to \$7½ excluding board, or from \$2 to \$5 and board round, as it is called. The latter practice (as it deserves) is becoming more and more unpopular with the teachers and patrons generally. Wages in summer and winter do not vary much.

Many more teachers attended the Institute this year than last; perhaps noticing the fact that teachers who attend Institutes and Associations for the purpose of qualifying themselves, demand and receive 50 per cent more wages than those who stay at home because they cannot afford to go. There is an increasing demand for good teachers, which offers of liberal wages.

**EXAMINATIONS.**—My examinations are both oral and written. I spend a half day with each class. I am confined to the subjects laid down in the Code of Public Instruction. Teachers are generally better prepared to teach arithmetic and grammar, and more deficient in orthography, than other branches. Most of the certificates granted are of the second grade, with a few of the first and third.

**ACADEMIES.**—There are two academies in this Assembly district. The Corning Free Academy is the most flourishing institution in the county, and numbers about 125 students, ranging from 12 to 25 years of age. The studies are those generally pursued at academies. The building is a large frame, conveniently arranged for the comfort and accommodation of teachers and pupils, valued at \$8,000. It has a library, and good philosophical and chemical apparatus. The Principal, Prof. E. Wildman, receives a salary of \$1,000; First Assistant, \$400; Second,

0 ; Third, \$275. It is supported by its share of the literary and common school funds, tuition of foreign scholars, and the balance by upon the property of the district.

The Addison Academy has only been running a little more than one year, but it has made commendable progress. During the last term, it numbered over 100 students. Its support is derived from tuition fees and individual contributions.

PRIVATE SCHOOLS.—I have to report only 11 private schools, with 131 pupils in attendance; which shows a decrease as reported last year.

FREE SCHOOLS.—There is one Union Free School in district No. 9, Corning, located in the village of Corning, organized by special act of Legislature. The trustees report 1,489 children residing in the district, and that 1,297 have attended school during the year. The school is divided into four departments, primary, intermediate, grammar and high school. This school is the most successful, best managed and supported of any in the county, and educates and sends out the best teachers in this Assembly district.

LIBRARIES.—Only the larger districts continue to add to the number of books in their libraries: the smaller ones all use the library money in payment of teachers' wages. The school district libraries are of very great benefit to the inhabitants of this Assembly district; and the money expended for books, in my opinion, could be applied with more profit to some other educational interest. The people continue to favor the one book system.

COUNTY INSTITUTE.—The Institute was held at Bath, commencing the first day of October, and continuing ten days. The exercises were ably conducted by Prof. Z. L. Parker of the Union School at Bath, Prof. Barker of Buffalo, assisted by Prof. J. M. Watson of New York and Prof. H. M. Bennett of Painted Post Union School. Instructions were given on all subjects usually studied in district schools. The institute was enlivened with lectures by Dr. Lambert of Poughkeepsie, J. T. K. Beecher of Elmira, Prof. J. M. Watson of New York, Prof. Smith of Prattsburgh, Rodney Dennis, Esq., of Hornellsville, and Profs. Parker and Barker of the Institute. The teachers in attendance, and citizens of Bath and vicinity, manifested an unusual interest in the exercises and lectures. The Institute was well attended, and was an interesting and profitable one to the teachers of Steuben county.

DETAIL OF LABORS.—In reference to my labors as School Commissioner, I can only say that I have endeavored to devote my time and energies to promote the cause of education in my district, and especially to raise the standard of the common schools. During the past year, I have made personal visitations of schools, gone twice into each town to meet teachers for examination, once to distribute blanks and registers, once (and in some towns twice) to gather up trustees' reports. I have done my share of apportioning the public money, made abstracts of trustees'

reports, attended the County Institute and Teachers' Association, and finally I have endeavored faithfully to perform the duties belonging to the office.

Respectfully submitted,

WM. M. SHERWOOD,

*School Commissioner*.

WOODHULL, Jan. 18, 1866.

### SUFFOLK COUNTY—FIRST DISTRICT.

Hon. V. M. Rice, *Superintendent of Public Instruction* :

Sir—Not seeing any practical utility in merely giving you, in my written report, a synopsis of the financial and statistical statements already forwarded to you, I shall content myself with making a few general observations and suggestions in regard to the cause of education.

One of the most perplexing subjects connected with the instruction of the young, is the great diversity of text-books to be found in the school room. Each teacher is generally strongly attached to the books with which he or she is most familiar; hence changes are frequently made at considerable expense and trouble to parents, and with little or no profit to the children. Many of these changes are effected in consequence of the extraordinary inducements offered to teachers by the publishers. This evil might well be endured did it but seldom occur in the same district; but it becomes almost intolerable when we know that each succeeding teacher is ready to recommend some new work by a new author.

It seems to me this evil may be radically cured in a very simple manner. A complete series of text-books, in every respect adapted to our common schools, might be easily prepared by competent authors, under the immediate supervision of the Superintendent of Public Instruction; and then let this series be published by the State, and the books be furnished to each district at the cost of publication, or even gratis, the amount being deducted from the public money. I am of the opinion that the money thus expended would be more productive of beneficial results, and would do more to enhance the interests of education throughout the State, than that which is now paid for instruction.

Two sessions of the Institute, of one week's duration each, have been held in the county the past year. The Commissioners exerted themselves most strenuously to insure the attendance of all the teachers within their jurisdiction. A large number of them, in the second district, with commendable zeal and a praiseworthy interest in the cause of education, were prompt and regular in their attendance; while many in the first district, manifesting a spirit of indifference, which is truly surprising, either kept entirely aloof from this means of improvement or made but a hasty visit, merely to satisfy a foolish curiosity, or perchance to obtain a certificate. Experience thus plainly shows that unless by sheer compulsion, there are many teachers who will never avail themselves of the

invaluable benefits to be derived at the Institutes. That the State has the power and the right to compel such attendance, or, as a penalty for refusal, to withhold licenses to teach, can hardly be called in question by any one. The cost to the State of holding an Institute is the same, be the attendance what it may; and, if it be profitable for one teacher to attend these exercises, it is equally so for all. If the Commissioners were intrusted with the authority to refuse certificates to all teachers except those who punctually attend the Institute, I am confident that the cause of education would be greatly benefited thereby.

The books in the various libraries are truly in a sad condition, and are of little value as educational agents, being seldom if ever perused by parents or children. If the library money were wholly appropriated to the purchase of suitable apparatus, as maps, charts, blackboards, globes, etc., the change would be highly beneficial.

The apportionment of one-half of the public money, based upon the actual attendance, is a step in the right direction. The State makes appropriations for the purpose of educating its children, and why should not those who avail themselves of the advantages thus presented be more entitled to share them than those who care nothing for them? There evidently is no sound reason why that child, who is daily roaming about the streets in idleness and in ignorance, should be credited with the same amount of public money as the one who is punctual in its attendance at school. To do so is to make no distinction between the industrious and intelligent and the lazy and stupid. The school law cannot be too soon amended so as to apportion all the public money on the basis of actual attendance.

In conclusion, I may add that the cause of education is making slow but healthful progress. The old theories and system (or rather want of system), with its stereotyped forms, are giving way to new methods of imparting instruction, wherein the classifications are so natural and complete as to greatly facilitate the acquisition of knowledge. The people are really beginning to understand that "knowledge is power," and that internal feuds and rebellions are the legitimate offspring of ignorance. The stability of the Republic depends upon the intelligence and virtue of its citizens; and in no way can these be so effectually fostered and promoted as by educating all the children of the State.

All of which is respectfully submitted.

Yours truly,

CORDELLO D. ELMER,

*School Commissioner.*

GREENPORT, L. I., December 28, 1865.

## SUFFOLK COUNTY—SECOND DISTRICT.

Hon. VICTOR M. RICE, *Supt. of Public Instruction*:

Sir—In accordance with instructions received from the Department, I respectfully submit the following Report:

**COMMON SCHOOLS.**—I am satisfied that the cause of common schools in this district has materially advanced during the last twelve months. I have come to this conclusion from the following facts, which are too manifest to be questioned: 1st. There has been an increased demand for well qualified teachers, and a greater willingness on the part of trustees to pay them when obtained. 2d. There has been more earnestness on the part of teachers themselves to become efficient in their work. 3d. A number of schools have made a decided advance in attendance, discipline and literary culture.

**NORMAL SCHOOLS.**—Four teachers went this fall to the State Normal School. There were no applicants for appointments in the spring.

**UNION FREE SCHOOLS.**—Four have been established during the past year, the only ones in this district, viz:

No. 8, in the town of Islip: organized March 10, 1865. It has one department and six trustees. Acting Secretary, Felix Dominy, Penamataquit, L. I. This district lies on the South bay, opposite Fire island, and has a population of 230 pupils. The school house is most unfortunately located, and wholly inadequate to the wants of the district.

No. 13, also of Islip: organized March 18, 1865. It has one department and three trustees. Acting Secretary, Horace Pike, Suffolk station, L. I. The district lies at Central Islip on the Long Island railroad. Population, 49 pupils.

No. 2, of Islip: organized September 22, 1865; has two departments and three trustees. Acting Secretary, Charles C. Smith, Islip, L. I. The district is in the village of Islip, with a population of 200 pupils. The school house is new, commodious and pleasantly situated. The school is in a prosperous condition.

No. 12, also of Islip, was organized under a special act passed April 17, 1865 (chapter 455, Laws of 1865.) It has one department and three trustees. Acting Secretary, Robert W. Pearsall, Thompson station, L. I. Population, 74. The district lies at Brentwood, on the Long Island railroad. The school house is well fenced, and has the finest playground in this commissioner district, and the only one in the town that is fenced.

The Huntington Union School is not a free school. It is sustained by the interest of a fund with which it was some years ago endowed, by its quota of the public money, and by a small charge for tuition. It was organized under a special act passed April 13th, 1857 (chapter 386, Laws of 1857). It has six trustees. Mr. Smith Woodhull is President of the Board. The district is a union of School Districts Nos. 3, 4 and 5 of Huntington. It has a population of 684 pupils, and an average

Daily attendance of 219. There are nine teachers employed in four separate departments: 1. The High School; 2. The Intermediate; 3. The Primary; 4. The Colored Department. Four of the teachers hold State certificates. The school house is well fenced and beautifully located.

**COLORED SCHOOLS.**—Besides the colored department in the Huntington School, there is but one, which is in District No. 23, in the town of Huntington.

**TEACHERS.**—The whole number of teachers employed in this district during the school year just passed was 133, of whom 36 were males and 97 females. Of these, 20 were not Suffolk county teachers, and were only temporarily engaged. Of the whole number, 84 were professional teachers; 16 of whom have discontinued, or are teaching in other counties. They were graded as follows: Holding State certificates, 9; Normal school, 3; first grade, 11; second grade, 58; third grade, 51; without license, 2. Only three of those holding the first grade received it from me. Of the 12 holding the highest certificates, but four have attended the Institute; of the first grade, but 6; of the second grade, 35; and of the third grade, 21; in all, 66.

These statistics show, that of which I have had abundant evidence from other facts, that the second grade teachers, as a class, are the most enterprising and useful in the profession. They show also the inexpediency of conferring the highest grades (or certificates for a longer period than one year) upon any but those devoted to their calling.

**TRUSTEES.**—Of the 81 districts where school has been kept the past year, but 21 have retained the same teachers during that period. Of the remaining 60, six have employed three, and one four teachers at different times. This changing of teachers is unquestionably a grievous error. I have reason to suppose that, in 13 districts, the object was to have a male teacher in the winter; yet this is not the chief cause, for in 19 districts where changes were made, there was no change in regard to sex. In some instances teachers of unquestionable qualifications have justly remonstrated against this practice. Trustees and patrons do not begin to estimate the serious disadvantages resulting to their schools by persisting in such a course. So thoroughly am I convinced of this, that I will guarantee to any district a better school under an ordinary third grade teacher steadily employed, than will be obtained from employing the highest grade teachers for short periods, at least so far as the ordinary branches are concerned.

**SCHOOL REGISTERS.**—I have, during my visits, paid particular attention to the registers, and believe them to have been accurately kept.

**ATTENDANCE.**—I am of opinion that the new law, apportioning one-third of the public money upon the basis of attendance, has already operated very beneficially in many districts, and that its good result will be far more apparent the coming year. In district No. 1 of Brookhaven, with a condensed population of 112 pupils, the average attend-

ance was 21½. In No. 11 of the same town, with a scattered population of 73, there was an average of 26. The trustee of No. 11, upon my asking him the reason of this, replied, that in his district "they shoved their children into the school." I recommend that all the public money be apportioned on the average attendance.

**INSTITUTES.**—Two sessions of the Teachers' Institute were held in this county, each continuing one week.

The Spring Session was held at Riverhead, commencing April 10. Dr. Cruikshank was conductor, and Mr. A. G. Merwin assistant. Dr. T. L. Lambert lectured upon Physiology. The usual subjects were presented at this session, and to the same number of attendants that assembled last year, namely, 72. We then instituted measures to secure for the future a larger attendance, and to systematize our exercises which were carried out at the next session with considerable success.

The Autumn Session was held at Patchogue, commencing September 4th—Dr. James Cruikshank conductor, assisted by Miss H. L. D. Potter on Elocution, and Mr. A. G. Merwin on Language and Intellectual Arithmetic. There were 88 teachers in attendance, 75 of whom were from this district. The following order of exercises was observed with great regularity and promptness :

*Morning Session.*

- 9 o'clock. Roll call. Opening exercises.
- 9:15. Professional Lectures. 9:45. Rest; Calisthenics.
- 9:50. Reading and Elocution. 10:30. Rest and Singing.
- 10:35. Primary and Practical Arithmetic.
- 11:20. Grammar; Sentential Structure and Analysis.

*Afternoon Session.*

- 2 o'clock. Singing.
- 2:10. Geography; Map Drawing. 2:45. Rest.
- 2:50. Intellectual Arithmetic. 3:30. Rest and Singing.
- 3:40. Class exercises, in sections; Criticisms.
- 4:05. Extempore Compositions and Sub-lectures.
- 4:25. Miscellaneous, as
  - 1. Primary Reading; 2. Orthography; 3. Penmanship; 4. Fo
  - and Drawing; 5. History; 6. Civil Government.

The professional lectures were upon the following subjects, viz :

- 1. The Faculties to be Educated.
- 2. The Means for their Development.
- 3. The Philosophy of Teaching.
- 4. Recitations : The Teacher and Pupil.
- 5. How to Teach Elementary Studies.
- 6. Organization, Classification and Management of Schools; Relations of Teacher and Trustees ; Keeping School Register.

At the opening of the session, each teacher having been numbered was provided with a printed order of exercises, and the means of taking notes. Regular attendance and punctuality were insisted upon, and well observed; the roll being called at the opening of the exercises, both in the morning and the afternoon. The Superintendent of Public



action was present most of the session, and contributed much to interest and efficiency of the Institute.

I would speak, sir, in complimentary terms of all who officiated upon occasion, and would designate the particulars wherein they severally excelled, did I not labor daily under the firm conviction, that how much a school official may do to advance the cause of education, never may be his position or his pay, he at best but does his duty. Reporting the proceedings of an Institute (as, in fact, of any literary occasion), there is a natural proneness to commend somewhat beyond strict limits of impartiality. I have in this instance endeavored to stand against that tendency. By instinct and from education I entertain an invincible dislike to associations of any kind partaking of the social admiration order. Institutes especially, that they may accomplish the good of which they are capable, must be carefully protected against fulsomeness of this sort. I know that the session at Patchogue resulted in much practical good to the cause of education in this district; and I call upon the Department, and through it upon the Legislature, to give increased encouragement to this branch of public instruction.

The Teachers' Association held its sessions in the evening; a practice which, owing to want of sufficient time for the purposes for which it was instituted, will I think soon be discontinued.

SCHOOL COMMISSIONER.—I make it a point to visit every school twice, many three or four times in the course of the year. I devote from ten to six hours to a visit, as the necessities of the case may require. In making these visitations, and in discharging other duties of office, I have traveled during the past year 1,556 miles. In respect to granting certificates, I still pursue the practice indicated in my last report, and hold semi-annual examinations for that purpose. In fine, what a School Commissioner is called upon to do, I have endeavored to perform with strict fidelity. In the discharge of these duties, I have much to be thankful for in the encouragement received from the Department and in the cheerful co-operation of many zealous teachers, trustees and patrons of education throughout the district.

Yours respectfully submitted.

THOMAS S. MOUNT,

*School Commissioner.*

ONY BROOK, L. I., Dec. 28, 1865.

## TIOGA COUNTY.

V. M. RICE, *Superintendent of Public Instruction:*

In compliance with your instruction, I have the honor to submit the following Report. There are, in the county of Tioga, 152 school districts. I have received reports from 146.

**ATTENDANCE.**—Whole number of pupils of school age in the county reported, is 9,759. Number attending school during the year, 7,599; average number in attendance, 3,425.818, or about 45 per cent.

To account for the average attendance being so small, would require an enumeration of all the difficulties lying in the pathway of popular or unpopular education of the present day. Among the more potent causes are, dilapidated condition of school houses; ill-arrangement and unsightly furniture of school rooms; a perfect destitution of apparatus and maps; a want in proper supply and uniformity of text-books; a general apathy of patrons in respect to their most solemn obligations to their offspring; an inability on the part of teachers to infuse into their pupils an ever-living love for study, and arouse the parents to a just conception of their duties and higher interests.

Some of the schools of Tioga county are decidedly improving. Many are willing to pay higher prices to secure better qualified teachers; while there seems to be a corresponding desire on the part of teachers to qualify themselves better, that they may be entitled to advanced pay. Patrons are manifesting deeper interest in, and sustain the teacher more promptly and cheerfully. Others, and not so few either as I could wish, have no perceptible change. I cannot think any one need fear that some of these schools will become any worse. The engagement of a new teacher is keenly watched, and the wages paid is their first consideration. Should the pay exceed their penurious judgment, they decide not to send to school. Others, in the same district, more generous and noble, are filled with disgust, and unwisely subside into the most stolid indifference. In some districts, so long as our school houses remain as they are, the schools will not improve, but rather grow worse if possible. Three new frame school houses, during the past year, have been erected; two of which have been accepted. Over the acceptance of the other, the district are engaged in an unhappy quarrel. It would indeed be paradoxical to find a district perfectly harmonious. If generosity, kindness and charity could for one year take the place of penuriousness, jealousy and unwholesome criticism, the mark of a new era would be stamped upon our common schools. If trustees would do their part of the work promptly and faithfully, and allow the Commissioner to do his without interference, all parties would be better satisfied, and more beneficial results speedily realized.

With mortification I confess, that from observation and notes taken in my visitation, there is a very grave and censurable inaccuracy in many of the trustees' reports. In some cases, for so gross inaccuracy I can only account, on the supposition that the whole report, both financial and statistical, is simply guess work. Such is very evident from the fact, that in at least one-third of the reports, the annual apportionment is not correctly stated.

**TEXT-BOOKS.**—Two agents, at my instance and request, labored nearly four months during last winter and spring, to effect a uniformity of text-

ks, exchanging Sanders' Union Series of Readers for Parker and Atson's and Sanders' Old and New Series; Robinson's Arithmetic, for Simpson's; Clark's Grammar for Brown's; McNally's Geography, for other which might be found. The work has not been thoroughly accomplished at present; one season more, and I trust the uniformity will be complete.

**APPARATUS.**—The amount and value of the *apparatus* in our schools, do justify me in an attempt to describe it.

**UNION FREE SCHOOLS.**—The Union Free School at Owego went into operation one year last October, and is thus far successful beyond the sanguine hopes of its earnest supporters. The formation, however, in this district, has perplexed and embarrassed two other districts, which still need much nursing to insure life. Inasmuch as the Commissioner was not consulted in the alteration and formation of the Union School, and being young and naturally modest, he has been anxiously waiting for the trustees of these sundered parts to suggest some feasible change which the aggrieved parties might enjoy school facilities equal to their former opportunities.

It is earnestly hoped that other large villages of our county, will imitate Owego in her Free School System, except the sundering of consulted districts.

**RATE-BILLS.**—Another year's experience has convinced the Commissioner that in certain enlightened localities, schools may be easily lengthened beyond 28 weeks, and money in addition to their apportionment for efficient instruction, be easily raised by *rate-bills*; but in other localities, where they are not few, when it becomes known that a teacher has been engaged at a price four or eight shillings per week, more than they have been in the habit of giving, regardless of high prices in other things, the qualifications of the person, "a doleful noise" is heard, and children are kept at home because "their schooling is coming so high." Trustees frequently make the strongest and culminating arguments in favor of the cheapest instruction. "I can pay no higher wages for a teacher, if I do, the people will not send to school."

**ACADEMIES.**—The Academies located in this county are evidently in a prosperous condition, judging from the number of students in attendance. One thing in respect to these schools is gratifying to learn, that teachers are not only improving in their modes of instruction, but are returning to those good and excellent ways of our fathers, who welcomed into their schools, Mental Arithmetic, Reading and Spelling, and worshiped these as the tenets of all correct teaching. If they were not with them, *ne plus ultra*, they were surely the *sine qua non* in all their educational work. One improvement I would most respectfully suggest to these academies; that as a general thing, they allow their Normal class to pursue no other studies than those prescribed by the Regents; and that the instructors of these classes should conduct, if not all, the most of

their exercises *orally*. Neither teacher or pupil should be allowed to have a book in the recitation.

**TEACHERS' INSTITUTE.**—The usual amount of advertising and circulars set forth the wants of the teachers, and promised them the advantages of the best instruction the county afforded. All necessary arrangements were made; even boarding-places secured, and prices of board advertised. On the second of October the Institute commenced, and, to the astonishment of the Commissioner, only seventy six were present the first day, after which, the number increased to 104; but in justice to those who were present, I would say, they were the noble and true-hearted of the county; those whose services are appreciated, and command the highest wages.

The Commissioner was assisted the first week by Commissioner Snyder of Tompkins, Prof. Hoose of Lima, and Prof. Williams of Ithaca Academy; the second week by Rev. T. K. Beecher of Elmira. The services of these gentlemen were eminently successful and thoroughly appreciated by the members of the *Institute*, who acknowledged by resolution their indebtedness to the same.

The following gentlemen lectured during the session :

Rev. T. K. Beecher, two lectures: Subjects, "Compulsory Education necessary for the perpetuity of Republican Institutions;" "School Organization and Management." Prof. J. H. Hoose, of Lima: Subject, "Responsibility and Duties of the Teacher." Rev. Solon Cobb: Subject, "The Teacher's Work." Rev. M. Bulkley: Subject, "Memory." Prof. S. G. Williams, of Ithaca: Subject, "Patrick Henry." Mr. Bean, Commissioner of Owego Union School: Subject, "How to be successful as a Teacher."

Feeling that we could not supply 152 schools of the county from 104 teachers, should all receive a license and see fit to engage in teaching, we were forced to appoint another session, which commenced at Waverly the second week in November, and continued two weeks. Rev. Mr. Bement rendered the Institute excellent service the first week. Prof. Varney, of Waverly Institute, assisted the second week. The greater part of the instruction, however, was given by the Commissioner.

Rev. T. K. Beecher delivered during the session a lecture entitled "Our Story." Rev. Solon Cobb delivered one lecture: Subject, "The Duties of the Teacher." Rev. Wm. Searles, of Ithaca, lectured: Subject, "There is a Divinity which shapes our Ends." Dr. C. T. Bliss: Subject, "School and Family Government." Dr. L. P. Hawley, lectured: Subject, "The Air we breathe." F. P. Kinney: Subject, "State and National Government."

The success of this last session was quite satisfactory, both to the Commissioner and all the members of the Institute. The amount of work done by the members was unparalleled in my experience of holding or attending Institutes. Teachers manifested the deepest interest from the beginning to the close, and universally declared themselves

er prepared for their winter campaign. The *spirit* of the teachers be seen by a few resolutions, closing a usually long series:

*resolved*, That the object of school government is to secure the greatest int of intellectual, moral and physical good; that we believe that as teachers, are in a great degree responsible for the intellectual rth, moral training and physical development of those children ed under our care.

*resolved*, That the standard of our common schools ought to be ele- d; and this can only be done by a more thorough preparation for work.

*resolved*, That we open our schools each day by reading the Scriptures, ing, and reciting the Lord's Prayer.

*resolved*, That Reading is not as thoroughly taught in our common ols as it should be; and that we, the Teachers of Tioga county, will savor to follow the instructions in reading given us at this Institute, at our scholars become proficient in the art and better understand t they read.

*resolved*, That Mental Arithmetic should be more generally introduced thoroughly taught than at present.

*resolved*, That we will endeavor to be as thorough in teaching our ective schools, as our Commissioner has been in conducting this itute.

**EXAMINATIONS AND QUALIFICATIONS.**—One hundred and ninety-eight rent teachers have been examined during the year; 23 received first le certificates; 89, second grade; and 41, third grade. Twenty-two uses, granted by other Commissioners, have been endorsed. Teachers eneral, whose services are in ready demand, are seeking every oppor- ty of improvement; their qualifications for, and efficiency in their s, are noticeably progressive term by term. But there are exceptions his class, who seek to evade every opportunity for improvement; are seldom seen at a Teachers' Institute or Association; they are arkable for finding "unavoidable" employment, or "necessary de- ion at home," during the time of these sessions. It is very unfor- ute for them that their services in teaching the youth are so little eciated, especially by the Commissioner, and truly fortunate for se who desire *cheap* instruction, for they are ready to engage at the : bid.

**LABOR.**—Twelve public examinations and 18 private, during the year; different teachers licensed; 189 licenses granted; 22 certificates orsed; two sessions of two weeks each of Teachers' Institute, and e Teachers' Associations of two days each (attended with remarka- success), held; 232 visitations reported by the trustees, and nine in tion to these reported made; many letters written; apportionments ublic money, and interpretation of trustees' reports for your Depart- t, constitute somewhat of the Commissioner's labor.

Your obedient servant,

A. J. LANG, *School Commissioner.*

## TOMPKINS COUNTY.

Hon. V. M. RICE, *Superintendent of Public Instruction:*

Dear Sir—In compliance with the requirements of the Department the following Report is respectfully submitted:

There are in this county 159 districts, 155 of which have maintained school 28 weeks or more; 40 of these, 28 weeks, or just long enough to share in the public money.

**CONDITION OF SCHOOLS.**—Although the schools in my county are not all what I could wish them to be, yet I can see a marked improvement in many; and this seems quite general throughout the county. I am gratified to know that the teachers manifest a desire to be more thorough with their pupils; to advance them slowly and cautiously; and to keep, in a tidy and orderly manner, the school room and grounds. Many trustees are more zealous to secure ambitious and experienced teachers, and show a willingness to *amply* reward them for their labor.

**TEACHERS.**—There have taught in this county, during this year, 61 males and 262 females; 12 of these teachers hold State certificates, four having diplomas from the State Normal School. I am sorely annoyed with a class of teachers who will risk their ability to teach, and accordingly secure a situation, and even venture to open the school and teach four or five weeks without a license from me or any Commissioner. Some of these, and indeed many, are those who receive the *lowest* grade of certificate.

**PRIVATE SCHOOLS.**—Fifteen, with 491 pupils.

**SCHOOL HOUSES.**—A few school houses have been built during the year and all of these are pleasant, comfortable and convenient. The blackboards in many schools are small and old, and hence seldom used although much needed. The school apparatus is not always what should be; and, occasionally, I find a teacher who has not the slightest idea of its use. Many make use of globes and maps, and this furnishes both pleasure and profit to the children.

**TEXT-BOOKS.**—Wright's Orthography, Union Readers and Speller, Brown's Grammar, McNally and Monteith's Geography, Robinson's Mathematics, and Spencerian Penmanship. An effort is being made to secure a uniformity of text-books throughout the schools of county. One great cause of the diversity seems to have been this, that so many of the teachers were familiar with only one author's and consequently introduced and taught their favorite books.

**LIBRARIES.**—A few are kept in a tolerable condition, but many are entirely in disrepute. Most districts use their library money to paying the teachers' wages.

**EXAMINATIONS** are conducted, so far as is practicable, in writing the use of both oral and printed questions. I find applicants fully deficient in the Science of Teaching. There have been 31 applicants; licensed 228; being 90 for six months, 122 for one year

years and seven for three years; refused four, indorsed none; procured State license for four. There seems to be a sad deficiency in what teaching really is, and in what manner subjects should be presented to the mind of the pupil. At each succeeding examination, each teacher is expected to be able to obtain a higher standard of qualification than the preceding one.

**SCHOOLS.**—The whole number of children in this county is 10,316; of whom, 7,939 have attended school during the year, with a daily average attendance of 3,484. The whole number of days' attendance is 5,618. I find that those schools which are longest maintained during the year, consist of the most thorough and intelligent scholars, and that usually there the highest wages are paid.

**INSTITUTES.**—An Institute of 11 days was held here last fall, consisting of 170 teachers. The Instructors were Prof. S. G. Williams, A. J. Lang, and J. Graves. The Evening Lecturers were Revs. W. Searles, Reed, Artsoough, T. K. Beecher and W. C. Steele. Prof. S. G. Williams advanced many fine and valuable ideas in his daily lectures upon the duties to be educated, and the Means for their development. The entire session seemed a complete success. Much interest was manifested by all the members and by many citizens. The Teachers came, apparently, to be benefited; and I think not one went away dissatisfied. Those who attend most regularly the Institutes are those who are most sought for, and who are paid the highest wages.

**COMMISSIONER'S DUTIES.**—During the past year, I have visited 318 schools, or an average of two visits to each school; with a few exceptions, I have visited each twice. I have held examinations in each town, both spring and fall, and they are generally well attended.

Very respectfully,

A. SNYDER, *School Commissioner.*

#### ULSTER COUNTY—FIRST DISTRICT.

KINGSTON, Dec. 30, 1865.

Hon. V. M. RICE, *Superintendent of Public Instruction:*

Dear Sir—In compliance with duty, I have the honor to submit the following General Report of the condition of the schools in this district, supplementary to the Annual Statistical Report made to your Department required by law at the close of the school year:

Owing to a want of proper data heretofore, the condition of the schools the preceding year is given by comparison in the present report.

**COMMON SCHOOLS.**—Number of school districts in First Assembly district, 48. Number of teachers engaged at the same time, 73; at different periods during the year, 113—of whom 44 were males, 69 females. The thing preventing the progress of the schools is the too frequent change of teachers.

**PRIVATE SCHOOLS.**—The number of private schools has not diminished, but the pupils attending number 193 below the previous year's report. This is owing partly to taxation and partly to increased facilities of the district schools, ten teachers having been added to the number of last year.

**ATTENDANCE.**—Number of children of school age, 10,819, being 58 above the former year; of such number, 6,476 attended during the school year, being an increase of pupils in one year of 367, with an *average daily attendance* of 2,752.453, which average will, I believe, be very much increased when trustees and employers generally realize that in the apportionment of school moneys to be made hereafter, "one-half the sum sent to each county on the basis of population, will be distributed among the districts upon the average daily attendance at school during the preceding school year."

**RATE-BILLS.**—School employers have become so accustomed to receive the aid of public money, that in some districts it is expected that the teacher should be wholly paid by it; consequently school, in such districts, is continued just long enough to absorb the public money. Occasionally employers are induced, through fear of a rate-bill, to absent their children from school, when it begins to appear that the public money will not defray the teacher's wages. Although the attendance is materially affected, yet I cannot say the popular sentiment is wholly in opposition to a rate-bill. But this, from authentic evidence, I am constrained to believe, that where the taxable property of the district is made to bear the expenses of a school, a greater interest is manifest in the cause of education, and, as a consequence, better schools are sustained. It is therefore to be hoped that ere long, everywhere, the wealth of the land will be applied to the education of the masses.

**UNION FREE SCHOOLS.**—We have, as per official report, 22 free schools or departments organized under the free school law and special act; and all in such good condition as to induce me to encourage a general organization of the schools under such system.

In this connection I would make especial mention of the "Kingston School District," organized under the aforesaid Act. I am proud to be able to state that under the management of an efficient Board of Education, a competent Superintendent, and an eminently qualified and fitly selected corps of Principals and Assistants, the organization is sustaining under its control 19 teachers with commendable success; embodying under such control a Free Academy, which bids fair to become, under the care of the present principal, the pride of the State—a school cheap enough for the poorest, and good enough for the richest, adapted alike to the poor and the rich.

**TEACHERS.**—About one-fifth of the teachers employed during the present year pursue teaching as a profession. According to the data of last year, the schools in this district gave as an average 97 pupils to each



cher, with average wages of \$14 for males and \$7 for females, per month; of course including board, under the time-honored system of *boarding around*." For the present year, the average number of pupils each teacher is 88; with wages per month, \$20 for male and \$10 for female teachers. The average number of pupils to each teacher is too great to admit of justice to the pupils or credit to the teacher, however well classified or graded. I would therefore suggest, that wherever practicable, the schools be so arranged as to decrease the number of pupils to each teacher, consequently increasing the number of teachers, without lessening the salaries. My suggestion is made with a view to better perfect the object for which schools were established, viz: to acquire practical knowledge.

TEXT-BOOKS.—Readers—Wells, Parker and Watson and Sanders; Grammars—Brown and Clark; Geography—Smith and Mitchell, Monteith and Nally; Arithmetic—Stoddard, Thomson and Robinson; Speller—Sands and Town; Penmanship—Ellsworth; Algebra—Stoddard and Wemmer. Day and Davies; Bookkeeping—Palmer. Whenever a variety of text-books are in use, it requires a very competent teacher to classify satisfactorily; he is often forced to resort to "*general principles*, resolving himself into a *general author*."

TEACHERS' INSTITUTES.—The Institute for this county was held at Kingsport, commencing August 7th and continuing two weeks, numbering 115 teachers, under the leadership of J. H. French, LL. D., of Syracuse, an experienced teacher and able conductor, and one eminently qualified in matters pertaining to the profession, assisted by Prof. Fowler, of Canastota, Dr. Townsend of Rochester, and Judge Barlow, of Canastota. The course of instruction upon the Science of Government, conducted by Dr. Townsend, has awakened a desire to become better acquainted with the laws by which, as a nation, we are governed, and of which we are woefully ignorant, far more ignorant than the naturalized citizen. And the Doctor to us again next year, *certainly*, we may, perhaps, be able to take out our *first papers*. Besides, also, the Doctor delivered two lectures—subject: "Signs of Character," and "School Government" together with his other labors, Dr. French delivered a lecture—subject: "The air we breathe." Judge Barlow discoursed to us the duties of teachers, as being more than time-serving, impressing us with a solemn responsibility. The subject of "Ornithology," of which he is master, was treated so happily and practically that all who heard were led to love nature and adore nature's God.

We must not forget to make mention of the name of Miss Potter, of Canastota, the distinguished elocutionist, who astonished us with the elegance and beauty, power and dignity of speech. And above all, I cannot pass without notice of the honor of having the worthy Superintendent of Public Instruction, the Hon. V. M. Rice, look in upon us, whose words of practical encouragement, as well as his name, is our educational "watchword," as he is the "State's watchman."

Dr. Lambert delivered a lecture, subject: "Physiology, how shall it be taught in schools?" His is a peculiarly ingenious method of instruction.

Together with the reading of several essays by the teachers, the constant interest and regular attendance have established Institutes as a distinguishing feature of our educational system. Never was there more intense interest evinced by the public than was manifest in all the proceedings of our Teachers' Institute. The result was more gratifying than was anticipated at the outset; and it is hoped and urged that not a single teacher, who loves his profession, will hereafter absent himself or herself.

**LIBRARIES.**—District school libraries are but little used in many of the districts, especially in large villages. May it not be well to encourage a better and more general perusal of its volumes?

**QUALIFICATION OF TEACHERS.**—Consists not merely in a knowledge of books, but in application of knowledge from whatever source derived, and the ability so to impart that knowledge as to meet the varied capacity of the pupils under his or her charge. To become qualified teachers, love the cause, and avail yourselves of the facilities provided by the Training and Normal Schools. Such teachers we are sadly in need of.

Respectfully submitted,

EDGAR ELTINGE, *School Commissioner.*

#### ULSTER COUNTY—SECOND DISTRICT.

To Hon V. M. RICE, *Superintendent of Public Instruction:*

In compliance with your requirements, the undersigned, School Commissioner for the Second Assembly District in the county of Ulster, respectfully submits the following Report:

By the reports of trustees for the year 1865, I find there are in this district 9,356 children between the ages of 4 and 21 years; of this number, nearly 50 per cent. have attended the district schools during the year. The number of schools under my supervision is 93. One-half of this number are accomplishing, to no inconsiderable extent, the end contemplated in our system of public instruction, viz: the physical, moral and intellectual development of the children in the vicinities of their location. The other half prevent and encourage this kind of development in about equal proportions, and it is questionable whether it can be said of their effect,

"If evil seem the most, yet good most is."

Among this latter half there are some which, for want of a more appropriate term, I must call public nuisances.

In these districts the majority of the inhabitants seem to regard a school as a sort of hereditary necessity—a thing which, if kept open twenty-eight weeks in one year, will draw a certain sum of money with which to keep it open for the same time the next year. Indeed, to these,

question, "How can we best use the money for the advancement of children," seems not to have occurred; but "How can we run our school twenty-eight weeks with just the public money," is a question familiar as are common household words.

The above statements relative to those schools which I deem of little value in the grand process of true development, are *broad*, and to those conversant with their condition, may be considered exaggerations. Now, I propose to speak more briefly. In nearly all of those districts having one trustee, the schools show marks of decided improvement, and the system of three trustees is nearly ignored.

**UNION FREE SCHOOL DISTRICTS.**—None are organized under the act of 1852, and none by special acts, which are entirely free.

**LIBRARIES.**—The system of school libraries has outlived its usefulness. The books are little read by the children, and less cared for by the people.

The number of volumes reported by the trustees are, I am well satisfied, in many instances, mere guess-work.

**TEACHERS.**—We have some of the right stamp—well qualified, energetic, ambitious—availing themselves of the means provided for their improvement. These you will find at the Institutes, at the meetings of the Association, and always anxious to investigate the merits of any innovation, or to adopt any new measure which looks like an improvement in the practice of teaching. On the other hand, the great majority of our teachers are barely passable.

**EXAMINATIONS.**—During the past year, 120 persons have been examined; of these, 90 have been licensed, viz: of the first grade, 20; second grade, 60; third grade, 10. There is a steady increase and demand for teachers of higher qualifications, and particularly graduates and undergraduates of the Normal School, of whom we have a few.

**PRIVATE SCHOOLS.**—There are a few, though not conducted very well.

**PAROCHIAL SCHOOLS.**—Of these, we cannot report any.

**SCHOOLS FOR COLORED CHILDREN.**—Of these, we also report not any.

**SCHOOL HOUSES.**—A majority of these may be termed first class buildings, and still improving.

**ACADEMIES.**—There are two academies in this district, and both in a flourishing condition.

**TEACHERS' INSTITUTES.**—The last Teachers' Institute of the county was held at Kingston, in August, under the direction of the Commissioners, presided by Prof. John H. French. The time was occupied in reviewing the studies pursued in school, the management of schools, the right method of imparting instruction, calisthenics, discussions, and miscellaneous school matters. Public lectures were delivered by Judge Barton on Natural History, Prof. Townsend on Signs of Character, and Dr. Albert on Physiology; and last, but not least of all, Miss Potter gave the Lessons on Reading, the best ever given in the county, and they were received with redoubled applause. Our worthy friend, Hon. V. M. Assem. No. 90.]

Rice, was with us an evening and one day, giving us some valuable hints in regard to becoming a *live teacher*.

Before closing my report, I must tender you my sincere thanks for your invaluable co-operation in all our efforts to improve the schools. We have endeavored to raise the standard of qualifications for teachers, and trust we have in part succeeded. Had it not been for your firm and consistent support, we must have failed.

Thanking you again for all past favors, I am,

Very respectfully yours,

JOHN J. WOODWARD,

*School Commissioner 2d district Ulster county.*

PORT EWEN, Jan. 16, 1866.

### ULSTER COUNTY—THIRD DISTRICT.

ACCORD, November 29, 1865.

Hon. V. M. RICE, *Superintendent of Public Instruction* :

Dear Sir—I have just completed my official abstracts, and will forward to-day by mail to your Department. I have taken the utmost pains to have them meet your approbation, and hope you will receive them with indulgence.

Previous to the time of trustees making their reports, I rode through the Assembly district and gave the town clerks and trustees particular instructions, by which means my reports were received in a much better condition than I anticipated. I think you will find very few discrepancies in the whole. I waited some days to receive the report from district No. 5, Hardenburgh, but have been compelled to forward without it. I wrote the town clerk in relation to the matter, but have received no answer nor report. If it is received in a short time I will forward to you, hoping you will insert in the abstract and allow their money, as they are not able to sustain a school without some help.

In compliance with your request last year, I send a report in synopsis of the condition of my schools, and the result of my labors as Commissioner.

My district comprises the northwestern portion of Ulster county, including seven towns and 85 school districts. Within my district are two schools of high rank, both in the town of Wawarsing. One of these has never rendered much aid in furnishing teachers, as it is not an elementary school, and consequently we receive little satisfaction (in regard to qualifications as teachers in my schools) from those who have attended that institution. I have even found graduates from that school who could scarcely analyze a sentence well. The other school, of a different character, professing to be rudimental, I am happy to say, does furnish us some very efficient teachers.

At present I have not more than two or three pupils from the Normal

ool engaged in my district, to my deep regret. The reason is, we e very few districts able or willing, in a pecuniary manner, to furnish means to support such a teacher.

My labors as Commissioner of the third Assembly District, Ulster nty, commenced January, 1864, my first course of visits dating from last of that month. Having been engaged for a period of six years the school at Accord, I expected much more from the other schools a I was able to realize. The first great error which I found almost versal was in orthography, scarcely finding one school in my district t answered my wishes in that matter. They were in the habit of lling the whole word without pronouncing any syllables, which form, know, is very bad for a child in the earlier stages of education. s error I confronted boldly, giving the teachers to understand they ld not continue in the schools under my supervision unless they could ceed in eradicating such practices. When I next visited the re schools in the summer, I found much less cause for fault in that tter, and now I can safely say it is entirely numbered with the things he past.

My district being mostly newly settled, and for the most part moun- nous in surface, I cannot look for the proficiency of more improved lolder settled sections of the country. I cannot precisely say com- atively what rank my Assembly district holds with the other divisions our county; but of one thing I feel certain, i. e., if the labors of a nmissioner are of any value to the schools, the other districts have received the benefit, as neither of the other Commissioners have given schools the proper attention last year, one having taught school all year, and the other attended to his professional duties.

During my second course of school visitations in the winter of 1864-5, et another obstacle to the progress of education: that was the want order in the school room. Our schools necessarily are filled by females, le calculated to govern by physical force, and children seeing this, l not being properly governed at home, made up their minds they uld not be subordinate to such teachers. This I met in still more n manner, telling teachers, employers and scholars we could not ropriate public money to carry on schools to foster mischief. My ers were: 1st. No scholar to speak to another or leave their seats hout permission from the teacher. 2d. For the teachers to use all indulgences to the pupils (that he may show he does not rule as a ant), but let it not be as an obligation, but as a special privilege to scholar. This done, and we will see both order and respect in the ool room. During my visits last summer, I generally found the order isfactory, particular attention having been given to that point.

but with all my labor and zeal in this cause, I find some insuperable atacles in the way of the progress of education in my district. One in many places the pecuniary inability, and the other is, an unwilling- s on the part of those possessing the means, to contribute to the sup-

port of this cause. Teachers, as a general thing, do not receive a sufficient compensation for their services; but these things are beyond our reach, and consequently cannot be obviated

Another point is in the failure of home education and discipline. A child improperly managed at home will never be made to feel his proper obligations as a scholar. This has been exemplified in my own experience, while teaching under the old system of boarding round. When I had an opportunity of seeing the family government, I would invariably find a difficulty with the child badly ruled at home.

And now, in conclusion, I think I can safely say the marks of my labors can be seen, but not as I would wish to see them. Still, I have the satisfaction of feeling that I have endeavored to perform my official duties faithfully and to the best of my ability. I have been repeatedly urged to teach in connection, but have always refused, feeling that the office is not a sinecure, but one of constant labor and activity if properly performed in the letter and spirit. How any man, possessing the nature of what a man should be to occupy such an important position, can forego the duties of the office, and for the sake of pecuniary profit, I am unable properly to understand. I will say, in conclusion, that I feel that my supervisors have appreciated my labors among them, and shown the same by appropriating \$200 as increase of salary.

Your obedient servant,

JOHN W. YOUNG,

Commissioner 3d District, Ulster County -

### WASHINGTON COUNTY—FIRST DISTRICT.

Hon. V. M. RICE, *Superintendent of Public Instruction:*

Dear Sir—Although unexpectedly called on to make another written report, I find but very few items of interest but what have been already communicated in former years; but herewith comply with your request, and respectfully submit the following Report:

The First District of Washington county comprises the eight southern towns, viz: Argyle, Cambridge, Easton, Fort Edward, Greenwich, Jackson, Salem and White Creek. The following brief summary will show somewhat the condition and doings of the schools for the past year:

Number of children of school age .....	7,739
do do attending school during the year .....	5,718
Average daily attendance .....	2,523.153
Number of days .....	426,630
do weeks school was kept .....	3,673
do teachers employed .....	239
do do at the same time .....	124
do do females .....	194
do do males .....	45
do school districts .....	115
do joint .....	2
do trio schools (Village of Salem) .....	2
do pupils attending free schools .....	223
do private schools .....	19

number of pupils attending private schools.....	341
do districts having <i>three</i> trustees.....	58
do do <i>one</i> do.....	57
do visitations by Commissioner.....	145
do academics.....	6
do pupils attending academics (estimated).....	800
do scholars in largest district.....	824
do do smallest do.....	10
do pupils attending in largest district.....	537
do do smallest do.....	10
do public examinations.....	16
do teachers examined.....	203
do holding State Certificates.....	11
do Normal graduates.....	1
do parochial schools.....	None.
do schools for colored children.....	None.
<hr/>	
Amount school money received.....	\$3,659 30
do raised by tax.....	4,150 49
do do rate-bill.....	7,917 27
do received for libraries.....	333 52
do paid do.....	194 68
do paid for school apparatus.....	20 45
Value of school houses and lots.....	41,490 00
Salaries of teachers per week.....	1.50-10 00

LATE-BILLS, I am convinced, in some measure affect the attendance at school. I have known cases where children have been withdrawn from school in consequence of the supposed high wages paid a good and efficient teacher, thereby destroying the school, and compelling the trustees to employ cheaper teachers in order to reduce the rate-bills. Is this a good policy? For the paltry sum of a few dollars, patrons will defraud their children—I might say of the greatest earthly blessing, an education—simply because it will cost a few dollars less. Do such persons realize the importance and responsibility of a good and faithful teacher's position? Do they understand their peculiar obligations to educate and train the rising generation, on which depends the hope and destiny of the future of our beloved country? The idea that learning is to be barred for the mere nominal value of dollars and cents; the immortal mind which is to be trained; the intellect which is to be developed; the moral, spiritual substance which enables man to think, reason, judge, and act; that part which distinguishes him from the brute creation, and elevates him to angels and to God; these faculties to be brought under the instruction of a mere novice, one unskilled, inexperienced and unacquainted with the first rudiments of the laws which govern mind! Still many of these patrons will tell us that their school is small and backward, and insist that a young, inexperienced teacher, one of very ordinary abilities, will do to instruct their children. Why; because they can be employed *cheap*. Such schools need good and experienced teachers, if not better than the more advanced. It requires as high a qualification, and as much talent and skill, to lay the foundation of the superstructure in the primary training, as it does in more advanced teaching.

What a fearful responsibility, then, rests upon those to whom is committed the youth of our land! May they so discharge their duties to them, that when they are called before that higher tribunal they may render a good account of their stewardship.

If the rising generation is the future hope of the State, would it not be sound policy for her to educate her children? Would it not be wise legislation to establish Free Schools? If upon the general diffusion of knowledge depends the prosperity and perpetuity of our free institutions, would not the State be the gainer by placing upon her statute-book a law that would open wide the portals of learning and invite all to enter? Nay, demand, as she has the right, that her children shall be educated. Would not the money received from the various school funds, and a general tax levied upon the property of the State equal to the amount received by rate-bills, furnish better teachers, and consequently better schools?

Although as I become more familiarly acquainted with the workings of our present school system consequent upon the discharge of my duties, it confirms my opinion, long entertained, that it is the pride and glory of a great State, and reflects honor and renown on those who, through much opposition, have brought it to such a degree of perfection. But as our Conscript Fathers chose that soul-inspiring motto "Excellence," and emblazoned it on their banner, shall we be called their degenerate sons, and not have more "lofty" aspirations, more "elevated" conceptions, and seek for "higher" attainments, ask for more liberal enactments for the dissemination of learning, and make the common school in truth and deed the People's College. For it is easier to educate the boy than to build prisons in which to incarcerate and execute him. Cultivate well the plants of virtue, and thereby check the growth of vice ere its seeds shall germinate and bear fruit. School books will cost less than shackles, and good and efficient teachers will be far cheaper than prison-keepers.

**SCHOOL HOUSES.**—A few of the school houses are neat and commodious, having ample play grounds and shade trees; but many are in a dilapidated condition, relics of a generation long since passed away, fit monuments of the parsimony of the present owners of the stately mansions scattered over these beautiful hills and along the valleys. There are at present 82 frame and 33 brick houses. The following will exhibit their conditions, as I noticed them in my visitations:

Argyle.....	7	good,	6	middling,	3	poor.
Cambridge .....	3	"	7	"	4	"
Easton.....	7	"	5	"	7	"
Ft. Edward.....	3	"	2	"	4	"
Greenwich .....	3	"	7	"	5	"
Jackson.....	3	"	6	"	1	"
Salem .....	6	"	8	"	5	"
White Creek.....	7	"	3	"	3	"
Totals .....	39	"	44	"	32	"

But very few are separated from the highway by a fence; some have good play-grounds but are not inclosed, while a majority have only the dusty highway or muddy street for the healthful exercise of the children.



Many of the out-buildings are sadly in want of repairs, while some are entirely destitute. But very few are well supplied with furniture. The houses, as a general thing, are warmed by stoves using wood, and ventilated by means of the windows; but in some, old "father time" has looked well to this matter, and made ample provisions for a bountiful supply of pure air by opening many friendly crevices. Some few are exhibiting a laudable zeal in the matter of school houses; one new one has been built, and others are in contemplation.

As regards school apparatus, it long ago ceased to be a pre-requisite in the school room (with some noble exceptions); and as I am not endowed with the faculty of prescience, I have no means of telling with exactness when it will be used.

**TEXT-BOOKS.**—In conjunction with my associate of the Second district, we are making efforts to establish a uniformity of text-books throughout the county, and are aided in our undertaking by some of the best educators among us, who are cordially giving us their support to bring about the desired object. I would here take occasion to tender to them my sincere thanks for their hearty co-operation.

**EXAMINATIONS.**—I pursue the same course adopted last year; holding semi-annual examinations in each town. The examinations are duly announced by circulars and through the county papers. I still use carefully prepared lists of questions on the branches usually taught in schools; dealing entirely in their elementary principles rather than in abstract questions, and basing the grade of certificate on the percentage of the questions correctly answered. I am asking of teachers a better acquaintance with the fundamental principles of the branches which they are called upon to teach, and have subjected them to more thorough examinations. Many, conscious of the insufficiency of these scholastic attainments, fear to attend the public examinations, and wish for a private interview, in hopes that some special dispensation may be granted in their favor. This is not the case with all who have private examinations. It is earnestly recommended that all, having confidence in their literary attainments, will not be detained by any false diffidence, but will manifest that independence of character which is one of the essential principles needed in a profession not transcended in dignity and importance by any other calling, and exhibit a just appreciation of their high calling by attending these examinations.

**TEACHERS.**—A very great proportion of our teachers are females. This great preponderance of females was owing in part to many of our young men going forth nobly to defend our country in its hour of peril. Some of them have fallen in battle, and have been laid in honored graves; and henceforth those names must live only amidst the memories of the dead. But not one true faithful life among the glorious dead has fallen in vain, when we remember that it is for us, and those who shall come after us, that the great sacrifice has been made, and the glorious inheritance bequeathed to us through blood and suffering has been redeemed. Honor

and reverence from us and our children, and succeeding generations, will be given to the memory of those who have been slain, because they have laid down their lives that the nation now lives. But many have survived the bloody conflict to which their toils and bravery have brought peace; are eagerly welcomed and lovingly greeted, and are again doing good service in our schools, as they have done in the time of our country's need. They fought in a righteous cause, and their toils, suffering and bravery will be the theme of the profound statesman, the most finished scholar, and the ablest historian in all coming time.

A large per cent of the certificates granted to teachers have been second and third grade, and quite a number for six months. I am still of the opinion, expressed in my Report of last year, that "certificates of long continuance interfere with the material growth and prosperity of our schools." By lessening the zeal, and engendering apathy in the teachers, they soon become indifferent to their own improvement, and do not keep pace with the age in which they live. "We live in an age of improvement, in a time when the onward march of knowledge and science is not trammelled by the interdictions of ancient societies and institutions." Teachers should not be content to plod on in the old beaten path, but to lift the veil that obscures his mental vision, and see beyond the cloud the expanding view already opening for the developing of his intellectual powers. Teachers should be ever ready to acquire a more extensive knowledge of the laws which govern mind, and the best and surest means for its greatest development; and not idly yield to the belief that they have reached the acme of their profession, and are susceptible of no further improvement.

Some teachers, in violation of the school law, commence school without the proper certificate of qualification; and trustees employ them, without knowing whether they are qualified or not. In my circulars issued for the public examinations the past year, I called the attention of teachers and trustees to this matter, as well as that of the relationship of trustees and teachers; and urged upon them the importance of looking well to these matters, and to do nothing that would conflict with the provisions of the law, or materially affect any claim they might have to a share of the school money; and I now find these violations have in good measure been remedied.

I have also discontinued the practice of antedating certificates, as we were "especially charged and instructed to discontinue this practice."

LIBRARIES remain in about the same condition as reported last year, the people manifesting but very little interest in them. A few districts exhibit a commendable interest in the care and selection of books. The private library, periodicals and newspapers, have taken their place.

TRUSTEES.—There seems to be a diversity of opinion respecting the election of one or three trustees. Public sentiment is about equally divided in this matter. From my observation, I am satisfied that if a judicious selection is made, one trustee is decidedly preferable. An

getic and interested person; one whose whole soul is enlisted in the cause of popular education; one who would frequently be seen in the school room, counseling and encouraging the teacher; one who would do all that was well to the proper condition of the school house and all pertaining thereto, would be the right man in the right place. If such men should be chosen to the office of trustee, and *continued* in office, we should have fewer incorrect reports—which cause Commissioners much perplexing, and often unnecessary labor.

**STUDIES AND ATTENDANCE.**—The studies usually pursued are reading, spelling, writing, geography, arithmetic and grammar; yet philosophy, zoology, analysis, book-keeping and history, are found in some schools. I find the analysis of words and history too little studied. I recommend to teachers not to introduce the higher branches, to the neglect of common and more useful ones.

The age at which pupils begin their attendance is usually about five; and attend after the age of sixteen. During the summer session, in the rural districts, but few over the age of twelve are in attendance.

**INSTITUTE.**—The Annual Institute for the county of Washington was held in the village of Argyle, in the new and ample Hall erected by the inhabitants of that town; commencing on the 9th of October, and continuing two weeks. Prof. C. W. Sanders, the venerable author of the "Readers," conducted the exercises the first week, assisted by the Commissioners. The course of instruction, discussions and lectures given were eminently practical, and were well received by the teachers; and as a just appreciation of his labors, resolutions highly "commendatory of the efficient services he had rendered, and expressive of the profound gratitude for the many valuable precepts inculcated," were passed by the members of the Institute.

Instructions were given during the second week by Mr. A. M. S. Carter, of New York, and Prof. C. F. Dowd, Principal of North Granville Male Seminary.

Instructive and interesting lectures were given before the Institute by Prof. C. W. Sanders, Prof. C. F. Dowd, Prof. T. S. Lambert, of Peekskill, N. Y. and Mr. A. M. S. Carpenter.

All the lectures delivered were of a very high order, instructive and pertaining to those teachers in attendance, and were listened to by a large and intelligent audiences. Essays, select reading, declamation and discussions were intermingled during the session. The number of teachers registered was 94. The Institute was pronounced, by all in attendance, a grand success. Would that we could have had the Superintendent of Public Instruction with us a few days, to have aided and encouraged us in our labors of love.

I am of the opinion that money expended by the State for Teachers' Institutes is invaluable to teachers, and well laid out.

**SCHOOL COMMISSIONER.**—My labors during the past year have been more arduous than in the previous one. To enter into detail would require

too much time and space, but the following is a brief summary of the labor performed. In addition to apportioning school money, attending Institute, distributing blanks and registers, visiting schools, collecting and *correcting* trustees' reports and making annual abstracts therefrom, preparing and issuing circulars, I have made the tour of my district twice for the purpose of examining teachers, and quite a number of them have been very thinly attended; and, as a consequence, have had to *ex-*amine a great number at my home, requiring a great deal of time *th*at should have been devoted to other duties, and at a great inconvenience *ce* to teachers. I have carried on an extensive correspondence, requir*ing* almost herculean strength, without any clerical aid, answering all *l*etters in their turn as received; have received and answered many wh*ich* legitimately belong to the Department to receive and pass upon. I ha*ve* taken great pains to point out those provisions of the law touching *the* matter in question, and have had the satisfaction of seeing the difficu*lty* amicably settled.

And I would here take occasion to thank the Department for the kindness and support which they have ever shown to me, and for the promptness with which they have answered all my communications. I also desire to acknowledge the generous hospitality of the people *ex-*tended to me, and the courtesy and respect with which I have *been* received by teachers and pupils, as well as the encouragement and *co-*operation received at the hands of the friends of education. And *to* the town clerks of this district for the prompt manner in which they *ha*ve aided me in their official duties, I would tender my grateful ack*ow*ledgements. And last but not least, I would thank the board of *super-*visors of this county for the *material aid* they have given the Com*mis-*sioners, enabling them "to make the two ends of the year meet."

In reviewing the past year, I think I can say our schools are improving.

In conclusion, allow me to add that the labors of the School Commissioner are no pleasing pastime, no gentle recreation to be indulged in when we have a few leisure hours from more engrossing pursuits; but it is one in which we should be active, earnest, attentive to every call, vigilant in the discharge of every known duty, and faithful in all things.

Allow me to say, without any degree of egotism, if I can see the common schools rising to that eminence which their importance demands, my ambition will be amply rewarded. If I have been the humble instrument in doing some little good in the great cause of popular education, I shall have the happy satisfaction of knowing I have not toiled in vain, and shall be recompensed by Him who doeth all things well.

D. V. T. QUA,

*School Commissioner.*

SHUSHAN, Jan. 20, 1866.

## WASHINGTON COUNTY—SECOND DISTRICT.

Hon. V. M. RICE, *Superintendent of Public Instruction* :

The whole number of school districts in the second Assembly district of Washington county is 126, of which number 123 have supported school, in the school year of 1864 and 1865, 3,736 weeks, making an average of 30 3-8 weeks to each district. Two districts in the town of Dresden, and one in the town of Fort Ann, failed to have any school, and consequently have not reported to the Commissioner.

District No. 21, in Fort Ann, sustained a school only 26 weeks; district No. 4, in Hartford, 19 weeks; district No. 5, in Hampton, 26 weeks; district No. 17, in Granville, 20 weeks, the terms of the last two being shortened to less than the legal time by unavoidable circumstances.

The whole number of children of school age residing in the second Assembly district, in the aforesaid school year, is 7,806; and of this number 5,812 have attended school. The whole number of days' attendance by this number of children is 397,209, making an average attendance in the year of 68½ days to each that attended, and an average of 8-9 days' to each child of school age residing in the district.

I think the anticipated burthen of rate-bills does not so much diminish the attendance of pupils during the term that school is kept, as it tends to shorten the term of school in the year, and causes trustees to seek and employ low priced teachers, who, as we would infer, are less experienced, less thorough and less practical.

Though the progress of improvement in the provisions for instruction may have received no particular impetus, it is steadily onward.

Many of the older school houses have received comfortable repairs, and five have been built anew. They are warmed by suitable stoves heated with wood, which is almost universally furnished in due time and good condition. In the latest construction of school houses, the only arrangement for ventilation is by lowering the windows from the top and raising them from the bottom.

The amount of school apparatus is gradually increasing, as teachers, by practice, much facilitate their instruction by its use. Blackboards, that are so essential to much practical instruction, are being brought into more general use, and, at the suggestion of teachers, are made of dimensions better adapted to their purpose.

A diversity of text-books continues to burthen teachers with care and labor, and to seriously retard the progress of schools, which condition of circumstances can be effectually changed, I think, only by the interposition of legislation or direct recommendation from the Department of Public Instruction. Of readers, as text-books, I find Parker and Watson's Series, Sanders' New Series, Sanders Union Series, Town's and Willson's; of spellers, Parker and Watson's, Town's and Sanders'; of geographies, Monteith and McNally's, Colton and Fitch's, and Mitchell's; of arithmetics, Robinson's, Thomson's, Greenleaf's, Davies, Perkins' and Adams'. In addition to studies pursued from these

books, history, physiology and algebra are being taught to some extent, as many older children, such as formerly were sent away to academies or seminaries, are now being retained longer in the common schools.

The proportion of male to female teachers is about one to five; but very few males make it a permanent business, and many of the best female teachers teach both winter and summer from three to eight years. Males receive from \$5.50 to \$9 per week, and females from \$2.50 to \$7.50 per week, exclusive of board.

About one hundred teachers were in attendance at the Institute, thirty of whom were males, a much larger proportion than were in attendance the previous year.

My examinations have been held in each town of the district by appointment, both in the spring and the fall, and were quite well attended. During the examinations in the spring I withheld from applicants six licenses; and in the fall there were not so many applicants, but there were of a better grade of qualifications.

I have granted to teachers in the year five licenses of the first grade, 136 of the second, and 86 of the third. Teachers are still the most deficient in the knowledge of spelling and history, and the most deficient in capacity to teach grammar understandingly.

My examinations are written and oral, proposing written questions involving general principles, in the natural order in which they occur, and developing them more minutely by interrogation and response, and requiring practical application.

The Regents of the University have selected no academy in this district for the instruction of a teachers' class.

The private schools last year numbered 21, with an attendance of 443 scholars. This year there has been but 15, with an attendance of 393 scholars.

There is no Union Free School in the district.

School district libraries are in a bad and neglected condition: Newspapers, child's papers, youth's magazines and miscellaneous books, containing reading matter better adapted to the minds of children than the books which generally make up school libraries, being more abundant and accessible to children than when libraries were established, have brought them almost into disuse. They have heretofore served a good purpose, but under present circumstances the money expended in making accessions to them seems to be almost lost, certainly to the purpose designed.

My time has been wholly devoted to the advancement of the common school interest, and to the duties of the Commissioner's office, in holding examinations, visiting schools, assisting at the Institute, attending associations and employing means to induce teachers to attend, altering and bounding districts, and in attending to many other duties that tend to increase care and labor. Yours very respectfully,

FORT ANN, Jan. 17, 1866.

THOS. S. WHITMORE, *School Com.*

## WAYNE COUNTY—SECOND DISTRICT.

Hon. V. M. RICE, *Superintendent of Public Instruction* :

Sir—In compliance with the law, I have the honor to submit the following Report :

**COMMON SCHOOLS.**—There are 103 common schools under my jurisdiction ; in which there have been instructed, during the past year, 5,725 pupils. There were at the same time 7,288 children of school age, so that the rate of attendance is 78 per cent of the whole. The average daily attendance for the time the schools were taught was 2,251.118, or but 30 per cent of those who ought to have attended. There was one district in which the trustees reported 47 children of school age, and a daily average of 4.188, or less than 1.12 of the whole. I think that when the inhabitants fully realize the workings of the new basis of apportionment, it will have a very favorable influence. It is as yet very imperfectly understood.

The provisions for the instruction of pupils are quite limited in a large majority of the districts. There is very little attention paid to making school houses pleasant or attractive. Children who are accustomed to live in dwellings provided with all the conveniences of modern civilization, are sent to school in a building which, on the outside, resembles an Irish shanty ; and within, the bare walls, the high, jail-like windows, and the uncomfortable box-desks defaced by jack-knives (in many cases obscenely), are anything but attractive. And it is expected of the teacher that he shall so interest them that they will love the school and its associations !

There are but 21 school houses with yards fenced from the highway ; while 82 are in fact "the old school houses by the road side," with no protection from the inroads of swine, cows, &c. I have found several instances where the disturbances from this cause were an unmitigated nuisance.

There were two new school houses built during the past year : they are, in the main, after improved models, and do credit to the intelligence and public spirit of the inhabitants.

Most of the schools are supplied with blackboards of ample size, although there are a few of the three-feet-by-four pattern left. School districts rarely own a bell, or a clock ; and some are destitute of a chair.

I have endeavored to impress the teachers with the idea that they are in a great measure responsible for the amount of apparatus and other convenient accessories in teaching, as they are supposed to be acquainted with their usefulness, and should therefore urge their respective trustees to furnish them for the use of the schools. An energetic, wide-awake teacher may accomplish much in this direction. Trustees have been swindled by unprincipled agents, until they have little confidence in any of the articles of school apparatus, and need the personal influence of one who is supposed to know their practical utility.

**STUDIES.**—The studies usually pursued are reading, writing, spelling, mental and written arithmetic, geography and grammar. In general, I have discouraged the introduction of any higher studies, as it usually has the tendency to induce the pupils to leave the primary branches before they have been thoroughly drilled in them. There is great need of intelligent oral instruction in civil government, history, book-keeping and elemental physical sciences; but it has been entirely impracticable to get teachers properly qualified. In academies and higher schools, where teachers receive their instruction, civil government and history are rarely, if ever taught, except under the pressure of the Regents in the case of a Teachers' class; and then they are taught just as little as will comply with the letter of the law. If it were practicable to have a concert of action among the Commissioners, requiring an intimate knowledge of these subjects to the same degree as is now required in the primary studies, as an indispensable requisite for a certificate, the academies and higher schools would find it to be for their interest to give the required instruction. But I anticipate that this can accomplish general results only after patient, concerted, long-continued efforts on the part of common school officers and the Regents of the University.

**AGE OF PUPILS.**—The experience of another year has more fully convinced me that children are sent to school too young. Little or no attention is paid to the statute limiting the age of pupils to whom the schools are free; many attend who are but three or four years of age.

**URGENT WANTS.**—The most urgent wants in this district are, a thorough acquaintance with the workings of the school system on the part of the inhabitants, and such an increase in the salary of the Commissioner as shall command the services of intelligent, energetic and educated men, who might devote their whole time and thought to the interests of schools, which cannot be expected for the salary now practically received by a Commissioner.

**TEACHERS.**—There were 222 teachers engaged during some part of the past year; these were 41 males and 181 females. The average wages per week during the summer was \$2.40, exclusive of board; during the winter it was a little more. Male teachers are usually paid as much, exclusive of board, as females are when they furnish their own board. With the same grade of talent and experience, the difference in wages would be greater, as there is a greater proportion of ladies well qualified for teachers than there is of gentlemen.

More than one-half of the teachers attended the Institute this fall, and a large majority manifested an earnest desire to gain professional knowledge, and gave evidence of improved qualifications for their calling.

**EXAMINATIONS.**—The examination of candidates for certificates is conducted on the same principles as reported last year. I find, from a personal examination of the various schools, that more teachers fail in teaching primary reading, than in any other study. It seems as if the teachers transformed themselves into brainless automatons the moment



They called the reading class. I have done my best in season, and out of season, to awaken the minds of teachers in this direction, but have had but partial success. Teachers are so apt to teach as they have been taught, that it will require years of patient endeavor on the part of Commissioners and teachers in higher schools, before the children in our common schools will be taught in accordance with the laws of the human mind.

I have examined 189 applicants for certificates, and have granted 12 first grade, 97 second grade, 60 third grade, and refused 20 applications.

**TEACHERS' CLASS.**—There is a Teachers' class in the Newark Union Free School and Academy, I have not visited yet; but as it is taught throughout the entire year, I shall do so at some future day.

**TEACHERS' INSTITUTE.**—The Institute was held at Marion, commencing October 16, and continued in session eleven days. There were 112 teachers from my district present, and the attendance was remarkably regular. The interest manifested was gratifying to the Commissioners and Instructors, and commendable to this system of Normal instruction.

Rev. J. C. Moses, of Dundee, gave very acceptable instruction in Reading, Orthography, Geography and Grammar, the first week. His earnestness and scholarly zeal did much to awaken the minds of the teachers to the importance of their great work.

Prof. Elisha Curtiss, of Sodus Academy, was with us the second week, and proved himself a zealous worker and able teacher.

Prof. Townsend, of Rochester, gave four lessons on Civil Government in his inimitable way, and thoroughly aroused the teachers to the importance of the subject.

Mental and Written Arithmetic were under my charge throughout the session. Commissioner Winchester, of the 1st district, contributed much to the success of the Institute.

There were lectures by Rev. Mr. Moses, Prof. Townsend, and Prof. J. D. Steele, of Newark Union School. Prof. E. Brown, of Macedon Academy, enlivened the exercises with appropriate music.

On Friday evening there were Rhetorical exercises by the members of the Institute, which was creditable to all who took part.

The Institute was a decided success. Deep interest was awakened the first day of the session, and kept increasing until the close. The citizens of Marion manifested their sympathy by filling the large hall to its utmost capacity, at the evening exercises.

**COMMISSIONER'S DUTIES.**—I have visited each school twice during the year, with the exception of those schools which were closed on irregular vacations at the time I called. I have made in all 181 visitations. I held public examinations in each town, in April; but required all who wished certificates, in the fall, to attend the Institute or come to my home. The discharge of my duty has occupied my time, to the exclusion of all other business, for nearly ten months of the year. Although my action has been embarrassed by serious and unexpected impediments, I

can look back upon the two years of labor and see that I have accomplished something in the cause of common school education.

Very respectfully, your obedient servant,

J. SHERMAN,

*School Commissioner 2d district Wayne county.*

MARION, Dec. 26, 1865.

### WESTCHESTER COUNTY—FIRST DISTRICT.

Hon. V. M. RICE, *Supt. of Public Instruction:*

Sir—The undersigned, School Commissioner for the First District of the county of Westchester, respectfully submits the following Report:

This district embraces the five southerly towns of Westchester county, viz: Eastchester, Morrisania, Westchester, West-Farms and Yonkers, and contains seventeen school districts and thirty-one schools. The number of children between 5 and 21 years of age is 14,221; and the whole number who have attended the public schools is 8,629, and 728 have attended private schools.

TEACHERS.—Six of the schools are taught by a single teacher, 15 by two, and 10 by from five to twelve each; the aggregate number of teachers now engaged being 94, 31 males and 63 females, nearly all of whom are teachers by profession, and well qualified for their positions. The salaries paid vary from \$250 to \$900 for females, and from \$600 to \$1,800 to males. As a general thing, the teachers are characterized by an earnest devotion to their work.

APPARATUS.—The wants of nearly all the schools, in regard to the necessary apparatus, are very fully supplied. Charts, maps and globes are used in most of the schools. Chemical and philosophical apparatus are used in some; and the blackboard, the most useful, is largely used in all, with scarcely an exception. Arithmetic, algebra, geography and grammar are taught on the blackboard, and, by some teachers, without the use of any text-book, until the principles of the science are made familiar to the pupils; so that when text-books are put in their hands, they find simply the definitions of the principles already known to them; and this method of teaching has been attended with results truly surprising. The blackboard is also very generally used in teaching the alphabet, spelling, reading, writing, &c.

LIBRARIES.—The libraries are, in some of the schools, large, well selected and considerably used; although for the last few years, the exciting events that were almost daily transpiring, rendered the newspaper in which they were chronicled an object of so much interest as naturally and necessarily to lead to the neglect of the class of books such as belong to and are found in the district libraries; but as peace and public quiet are restored, these libraries will be, as they have been, useful and instructive.

**SCHOOL HOUSES.**—There are but three districts that have not school houses well adapted to the accommodation of the children in the district. During the past year a new brick school house has been built in district

5, Eastchester, and two commodious frame houses in district No. 2, Westchester; also, a good frame house is now building in district No. 2, Yonkers; to which may be added that district No. 2, of Yonkers, have expended some six thousand or eight thousand dollars in erecting in addition to their school house. The school house in the village of Morrisania was destroyed by fire over a year since, and from that time to the present the school has been kept in such places as the Board of Education could obtain, which has been greatly detrimental to the progress of the school; but I presume that the coming season they will build a school house that will be all that could be desired. Altogether, I may say that a commendable liberality has been generally manifested in making all the necessary appropriations to erect and furnish all the buildings required for school purposes.

**BOARDS OF EDUCATION.**—Nearly all of the districts are organized under the Union Free School system, consequently there are but few school officers known as trustees left among us. The Boards vary in numbers from five to nine, and there are some in every Board who are active and zealous in the cause of public education. I could name instances where in a month and scarcely a week has passed for years but both teachers and pupils have been encouraged and cheered by their presence in the school; and the progress of such schools renders it evident that the personal attendance of the officers and patrons of the schools contribute very essentially to their success.

**TEACHERS' INSTITUTE.**—An Institute was held for one week at the court house, in Bedford, in October last, for the county of Westchester. Prof. Perkins and Dr. Kiddle were present, and ably conducted the Institute; but I am satisfied that unless some measures are adopted to secure a better attendance, they will not pay the cost in this county. I think that if it is compulsory upon the Commissioners to make all the necessary arrangements for and to hold an Institute, it should be made compulsory upon the Trustees and Boards of Education at least to give the money, and in some cases to defray the expenses of the teachers while attending and upon the teachers to attend for two weeks. If this can be accomplished, I am satisfied that every school will, even in a financial point of view, be greatly benefited, as every teacher, by using the improved methods taught at the Institute, will be able to accomplish much more than he or she could have otherwise done. Why it is more difficult to secure the attendance of the teachers here than in other counties, I am at a loss to conjecture, unless it be that by reason of their superior qualifications they do not require the instructions it gives as much as others. Well, perhaps it is so; but yet there are some that would be benefited, and none injured by attending; and I again say I hope that the Legislature will adopt some measures that will effectually secure a general attendance at the Institutes.

THE PUBLIC SCHOOLS.—There is an increased and increasing interest manifested in common school education; and it is admitted by all who have made themselves acquainted with our schools, that many of the furnish equal if not superior facilities for the acquirement of a sound and practical education to any private seminary or Institute.

I feel warranted in saying that a decided advance has been made in every respect in the condition of the school buildings, class rooms, playgrounds, grade of teachers, methods of teaching, and, as a legitimate result, advancement in scholarship.

Very respectfully,

WILLIAM MILLER,

*Commissioner 1st District, Westchester Co.*

MOUNT VERNON, January 16, 1866.

#### WESTCHESTER COUNTY—SECOND DISTRICT.

To the Hon. V. M. RICE, *Supt. of Public Instruction*:

The number of children residing in this district is 9,970, being 24 more than in the preceding year; of these, there have been in attendance 6,034, or a little over 60 per cent.

SCHOOL HOUSES have, in several instances, been repaired and enlarged, and more often improved by the addition of blinds, blackboards, recitation seats, patent inkstands, and means of ventilation. In almost every case, when requested, the trustees have readily made the above additions and improvements.

TEXT-BOOKS are varied. Our rule has been to ask either trustees or teacher to obtain a supply of whatever kind was most in use in the school. We have wished for greater uniformity in this respect; but have not thought that the Commissioner, much less that the teacher, could safely undertake to recommend over their signatures this or that book or series of books, to the exclusion of others of admitted excellence.

LIBRARIES are much neglected: they are nicely arranged in their cases, and seem a good thing; but, from not being read, are really of little practical benefit.

One school has changed from the rate-bill to the Union Free School system.

THE BIBLE, I have reason to believe, is read at the opening of the morning session in every school in the district.

• THE SCHOOL LAW of 1864 is a well written pamphlet of 78 pages, and might be made much more useful than it is at present, by being sent to every board of trustees.

A TEACHERS' INSTITUTE was held in October. It was not largely attended, but ably conducted, and beneficial to each one present.

Among our teachers are nine of the Normal School graduates, and five who have passed one or two terms at the Institution. The former are

Academy at Sing Sing, and the Peekskill Academy at Peekskill; the last two, flourishing and successful military academies

**DISTRICT LIBRARIES.**—I would recommend the repeal of the provision law, allowing library moneys to be diverted to any other use. I think the proportion of State library money should be three or four times large as at present; and that its expenditure under direction of the Commissioners, or State Department, should be mandatory.

**PRIVATE LIBRARIES.**—This district has some very choice, but no very large, private libraries.

**EXAMINATIONS OF SCHOOLS.**—I enclose a blank, which I have found useful in school examinations. A pair of morocco covers, with an elastic, will hold enough for a week's visits.

**SCHOOL COMMISSIONER.**—The duties of this office are laborious and engrossing.

In consideration of very many reasons, I am in favor of going back to our old system. I respectfully recommend that School Commissioners and all higher school officers, be appointed for terms of at least five years, by the Governor, and that legislative provision be made for such a change; and further, that Commissioners so appointed either be paid no salaries, or that they be paid liberal salaries by the State, and not look for either expenses or compensation to boards of supervisors; and that such salaries, so paid by the State, be as much as \$2,500 per annum, besides expenses.

**CIRCULARS TO TRUSTEES AND TEACHERS.**—I enclose copies of circulars from time to time issued to trustees and teachers; also a blank for notices of visits, and some rather more convenient and durable blanks for certificates, all of which have been useful.

**TAXATION OF THIS COUNTY.**—I also enclose a copy of letter, published some time since in one of the local papers, on the subject of the unequal taxation of this county. I would call attention to its statements, and some of its conclusions. You will notice that, as well as this report, it is more hastily written than the importance of the subject justifies.

**OBJECT TEACHING.**—This process seems to be founded on old, tried and correct principles, but many of its over-zealous friends seem to wish to introduce it where it cannot belong, to claim for it what it cannot accomplish, and to make it, instead of an auxiliary and a means, a unique and perfect system, a complete school of new philosophy. I fear that the reaction from this radical view, together with the popular and in the main correct notion that there is no royal road to knowledge, will weaken its influence, and defeat some of its wished for results. There is such a thing as making desirable things too easy. There is such a thing too, as a necessary discipline of young minds; the discipline and preparation of the memory for receiving and holding ideas, and for forming clear and well defined notions of principles, which alone are valuable, and this too at a very tender age. I think I can understand how the exercise of learning the rudiments may be smoothed down and

cil itated, so as to defeat, in a measure, the other great end of mental discipline. It is not uncommon to hear men deplore the distribution of the State school moneys. Take away the active, *paying* interest in things, and they frequently become uninteresting. If men *work* for objects and institutions, they ordinarily appreciate them. So far as *object-teaching* is *Subject-teaching* in its best sense, so far every one will go in commending it.

But this is no place for even recapitulating reasons. I only wish to express regret that too much unbalanced zeal and too little regard for what are perhaps prejudices in favor of an excellent old system, are likely to prejudice the usefulness of a useful idea.

**MUSIC IN SCHOOLS.**—This refining influence is widely felt, and almost universally acknowledged in this district. The larger schools consider the piano an indispensable article of school furniture. I know of nothing which elevates the sentiment and tone of school feeling, like vocal and instrumental music.

**MILITARY DISCIPLINE IN SCHOOLS.**—The prejudice formerly existing against a certain amount of military discipline in schools, in formations, calls, class-changes and so forth, seems to have been giving way for the last four years.

**COMPULSORY ATTENDANCE AT SCHOOLS.**—It would seem that we must soon come to one of two things; either the restriction of the right of suffrage to such as have sufficient education to exercise it intelligently, or the return to first principles, and the compulsory education of all our future voters. Considering the political axiom, that the People never surrender power once grasped, the easier way would seem to be to make ignorance impossible, by making universal intelligence compulsory, by compelling all children to attend school. It will be easily seen, that in a country like ours, this would not cover quite all the ground; but one step in advance is better than no progress.

**TEACHERS' INSTITUTES.**—In this county these should be either entirely reorganized and conducted on altogether different principles, or abolished. In this vicinity, it is impossible to coax or argue teachers into attending them. They complain that they hear and learn nothing new, but that the thing is an old story repeated year by year. With the amount of money allowed by the State for conducting them, it is impossible to make them more interesting to the teachers. To *compel* teachers to attend them by statute provision as is frequently recommended, would, unless great changes were introduced, be a hardship not to be thought of.

**TRUSTEES AND BOARDS OF EDUCATION.**—It is often urged that some provision of law should be made to pay trustees of schools, of a certain class and size, for their time and trouble in looking after the interests of their schools. It is claimed that under the new law, it is almost impossible to get good men to serve as trustees. With paid boards, it is urged that a higher standard of qualification, and a closer attention to school interests, could very properly be demanded.

**BLANKS.**—I would suggest that your Department send out the fall supply of blanks a little earlier. The registers and blanks for trustees' reports, if in the hands of Commissioners early in September, could easily be sent to every town clerk's office through the delegates to the different county and district political conventions.

It has also been noticed that the Commissioners' blank abstracts for statistics, which the trustees are not obliged to report. In what are called "Joint Districts," in two or more counties, the abstract asks for the average daily attendance of children out of the district (and of course in the county). The trustees report only the whole average out of the district, not discriminating which of these foreign children come from one county and which from another. It is impossible, in such cases, to satisfy the demand of the blank abstract.

**EDUCATIONAL JOURNALS.**—I believe it is generally conceded that the best educational journals circulating in the district, are conducted by private enterprise. In this, of course, they make no exception to a general rule.

**UNIFORMITY OF TEXT-BOOKS.**—I would further recommend that the Department of Public Instruction undertake to make the class and text-books uniform throughout the State.

I have found it a great convenience to trustees and teachers to keep a sort of educational agency in my office, where trustees can hear of teachers, and teachers of schools; thus furnishing with teachers about thirty per cent. of the schools in the district.

**BOUNDARIES OF DISTRICTS.**—I would recommend it be made by statute the duty of district clerks to bound and define their respective districts, as the boundaries are now understood, and to file the same in the offices of the County Clerks. The necessary alterations could then be easily made by the Commissioners.

**CORPORAL PUNISHMENT.**—It would seem that there could be no objection to trying the experiment which proved very successful in the schools of Greece, and abolishing corporal punishment in our schools. As an experiment, and without expressing a conjecture as to its success, I should like to see the abolishment of corporal punishment in schools, and the substitution therefor of the law of mildness and moral suasion; as well as the assiduous inculcation of a higher and deeper sense of personal honor in school conduct and discipline. The two things may not prove entirely incompatible; the requiring of all children, both to attend school and to behave while there, so as to render corporal punishment unnecessary.

**RELIGIOUS SCHOOL EXERCISES.**—I would further recommend that some formal acknowledgment of at least the existence, the supremacy, and the beneficence of some kind of a Deity or Divine Providence, be adopted for use in all the schools in this State. No rational objection to this could be raised by any who believe in the existence of a God; and the objections of such as do not, might pass for what they are worth. Such

could complain of no unconstitutional interference with their religious views; they have none.

I try to properly appreciate the danger of any approach to a religious establishment; but the recoil of mind from this has carried us to the other equally deplorable extreme; presenting to us the godless sight of thousands and tens of thousands of schools, organized and conducted under State laws, where young minds are taught whatever they learn of the crowning graces, which open and continue and close, day by day, and year after year, without ever making, or in many cases daring to make, the faintest allusion to the fostering care of Almighty God. I, sir, am no minister; I advocate no denominational views; I advance no sectarian claims. All that I ask, and I *do* ask this, in view of the terrible humiliations of the last four years, is, that as a simply monotheistic people, we endeavor in this matter to follow the example of all heathendom, and to recognize, and if possible forward this modern tendency of all classes and creeds to a union of religious minds on broad and generous religious principles. Such it seems to me would be the tendency of that which is recommended.

**NEW SCHOOL LAW.**—Most of the new provisions of the School Code of 1864 seem to be demanded by the progress of popular instruction. One change would seem desirable, and that is that the one-half of the "*pupil quota*," instead of being apportioned according to the *average attendance* of pupils, should be apportioned on a mixed or compound ratio of *time taught and average attendance*.

**NORMAL SCHOOL.**—It would seem desirable that this School should be more generally appreciated, and that appointments to it should be made by regular promotions and after competitive examinations. This can be done, and the proper feeling toward the school inspired, when the State shall conclude to take the cause of popular education more closely under its protection; give its Normal scholars a regular and liberal collegiate education, with degrees, perhaps paying their whole expenses, as the General Government does for its cadets; obliging the graduates to teach, perhaps, for a certain time after leaving the school; or possibly *appointing* them, as the reward of merit, to positions as tutors or instructors, in Graded Schools, High Schools, Academies, or even Colleges—where there should be the possibility of regular promotion.

If we can afford to imitate the despotic governments in anything, that thing is the educational establishment. With a real and *bona fide* State University, we may be able to connect as proud and honorable a feeling with the profession of teaching as with that of arms.

**TEACHERS' DISTRICT ASSOCIATION.**—This has been well attended, quarterly, and its discussions have been of much service in disseminating the valuable ideas of the more experienced teachers.

I have endeavored to keep in mind, in this paper, that a Report is for facts, not arguments. I have also tried to report such facts as you desire, head by head. If I have gone beyond the ordinary range of sub-



## TWELFTH ANNUAL REPORT OF THE

the fault of necessary taste, and a misapprehension of the these and similar reports. lusion, I would state the opinion that the schools of this State, cularly of New York city and the graded schools of this county, est on the Continent. For prompt order, perfect discipline, classification and thorough instruction, I have met very few to compare with them anywhere.

I am sir, very respectfully yours, &c.,  
H. A. WELLS,

School Commissioner 3d District Westchester county, N. Y.  
BEKSKILL, Nov. 30, 1865.

### WYOMING COUNTY—FIRST DISTRICT.

ATTICA, N. Y., Dec. 1865.

Hon. V. M. RICE, Superintendent of Public Instruction :

Dear Sir—In accordance with your instructions I submit the following synopsis of the condition of the schools under my jurisdiction:

This Commissioner district comprises the eight northern towns in the county, and contains 99 school districts, in which are 103 school houses and three academies. I have reorganized one district and annulled two. There are, as appears from the trustees' reports, 5,914 children of school age, of whom 4,259 have attended school during some portion of the year, with an average daily attendance of 1,924.

PRIVATE SCHOOLS.—There are five private schools, with an attendance of 205 pupils.

PAROCHIAL SCHOOLS.—A few of these have also been in operation, chiefly among the German Catholic population, but those having them in charge are advising the pupils to attend the public schools, and acquire a knowledge of the English language and of such other matters as will the better qualify them to become useful citizens—most sound and seasonable advice.

TEACHERS.—The number of teachers employed was 207, of whom 2 were males. These last teach, for the most part, only in the winter season. Most of them are gentlemen of experience, and have been very successful as teachers. Many of the female teachers are ladies of high attainments, and are alive to the demands of the good work in which they are so nobly engaged; they honor the profession of their calling. Trustees are beginning to understand that if they would promote cause of education they must employ first class teachers; and now they are doubtless persuaded that some "near relative," or some "dear friend," is not always the wisest choice. Two or three have occurred, from want of skill and aptness to teach.

Wages vary from \$2 a week to \$50 a month, the average being about \$5 a week and board. In this respect little difference is made between male and female teachers, qualifications being the criterion.

DISTRICT LIBRARIES are poor and profitless, being mostly neglected for more transient and often trifling reading. It seems almost a waste to apply any more money in this direction.

RATE-BILLS.—In many districts the tendency of rate-bills is manifestly to keep children, whose parents are in moderate circumstances, from attending school; and many are anxiously wishing for their abolition and the establishment of free schools.

TEXT-BOOKS.—Those most in use are Sanders' Readers and Speller, Monteith and McNally's Geographies, Robinson's Mathematics, and Brown's Grammar.

SCHOOL HOUSES.—Most of the school houses in this district are comfortable and convenient, and furnished with blackboards, some with maps and charts, and a few with globes. Several new houses have been erected, some of them of the most approved style. Several more will be built the coming year.

ACADEMIES.—The Middlebury Academy, at Wyoming, under the management of Prof. M. Weed, is in a flourishing condition, and worthy of its well earned reputation. The discipline and instruction are both thorough and judicious. Many of the graduates are among our best teachers. The average attendance for the last year was 120.

The academical department of the Union Free School in the village of Warsaw, is a prosperous institution. The liberal and enlightened policy of the board of education is apparent in its success. Prof. C. H. Dann, the principal, is winning golden opinions for his skill, thoroughness and energy.

The academy building at Perry is a handsome and commodious structure. The attendance has not been so large as at Warsaw or Wyoming, but the instruction is thorough and systematic, under the direction of M. R. Atkins, a gentleman of superior ability and large experience.

TEACHERS' INSTITUTE.—The Institute, which has been kept up annually for twenty-three years, was held for two weeks, commencing September 4,—the first week at Wyoming, the second week at Arcade. It is said to have been the most successful ever held in the county. Their success is believed to be due in great measure to the efficient services of our instructors, James Cruikshank, LL. D., of Albany, John H. French, LL. D., of Syracuse, Prof. M. Weed and Prof. Benson, Dr. Lambert, of Peekskill, Prof. Townsend, of Rochester, Prof. J. W. Barker, of Buffalo. Rev. Mr. Crane and Prof. C. H. Dann gave valuable instruction and lectures. Several members of the Institute read essays of much merit. One of these essays has since appeared in the *New York Teacher*. Discussion of practical questions and good music had also their place in the exercises. The average daily attendance was 142. Sixty-five teachers of the county have subscribed for the *New York Teacher*, thus indicating

**378      TWELFTH ANNUAL REPORT OF THE SUPERINTENDENT.**

their interest in educational progress, and evincing a determination to avail themselves of the best sources of professional instruction and information.

COMMISSIONER'S LABORS.—I held a convention in each town last spring for the examination of teachers. The fall examinations were made at the Institute. The trustees, in their reports, credit me with 192 school visits—a little less than two to each district.

Our quota at the Normal School is full, and we have several applications on hand.

We have a very flourishing Teachers' Association, which meets three times a year. Much interest is manifested in its sessions, and there is evidence of growing interest among school officers, parents and teachers.

Respectfully submitted,

E. F. CHAFFEE, *School Commissioner.*

# INDEX.

## REPORT.

	Page.		Page.
Letter to the Speaker.....	3	Thomas Orphan Asylum.....	29
Titles of documents .....	5	State Normal School .....	29
School districts and houses .....	7	Oswego Normal and Training School ...	32
Sites for school houses .....	9	Teachers' classes in academies .....	36
Libraries .....	10	Teachers' Institutes .....	37
Children and teachers .....	11	Teachers' Association.....	39
Public moneys.....	14	New York Teacher .....	39
Summary of statistics .....	15	Cornell University.....	40
Attendance .....	15	Common school fund .....	44
Tabular synopsis .....	16	Free school fund .....	47
Comments .....	21	Reports of commissioners and city su-	
Institution for the Deaf and Dumb ....	25	perintendents .....	50
Institution for the Blind .....	27	School law .....	51
Indian schools.....	27		

## DOCUMENTS.

	Page.		Page.
1. State tax and valuation of 1860 and 1865 .....	59	8. Comparative statistics for the years 1859-60 and 1864-5.....	81
2. School tax paid and recorded by the county, and common school fund apportioned .....	61	9. County of New York and free school fund .....	83
3. Apportionment of school moneys for 1865-6 .....	63	(A.) Teachers' classes in academies ....	85
4. Abstract of statistical reports .....	66	(B.) List of school commissioners.....	88
5. Abstract of financial reports.....	72	(C.) Report of trustees of Thomas Orphan Asylum.....	92
6. Condition of common school fund, year ending September 30, 1865....	78	(D.) Reports of superintendents of Indian schools .....	96
7. Investment of capital of the common school fund.....	79	(E.) Statistics of Indian schools.....	105
		(F.) Statistics of Teachers' Institutes.	106

## REPORTS OF SCHOOL COMMISSIONERS.

County.	Dist.	Commissioner.	Page.	County.	Dist.	Commissioner.	Page.
Allegany .....	2	Walter D. Renwick .....	109	Herkimer ...	2	O. B. Beals .....	173
Cattaraugus ..	1	D. R. Campbell .....	111	Jefferson ...	1	Geo. A. Ranney .....	176
Cayuga.....	1	Israel Wilkinson .....	111		3	Geo. H. Strough.....	177
	2	William G. Ellery.....	118	Kings .....		Fred. C. De Mund.....	184
Chautauqua ..	1	Phin M. Miller .....	121	Lewis .....	1	Henry C. Northam.....	185
	2	James McNaughton.....	124	Livingston...1		S. Arnold Tozer .....	187
Chemung .....		Isaac S. Marshall .....	127		2	Isaac C. Lusk .....	195
Chenango .....	1	B. Bisbee .....	128	Madison ....	1	Harrison Burgess .....	201
	2	Henry G. Green .....	130		2	Hiram L. Rockwell ...	204
Clinton .....	1	Levi Smith .....	132	Monroe.....	1	Luther Curtice .....	207
	2	Royal Corbin .....	138		2	Joseph A. Tozier .....	209
Columbia .....	1	Hartwill Reynolds.....	141	Montgomery ..		T. S. Ireland .....	216
Cortland .....	1	D. E. Whitmore.....	145	Niagara .....	1	J. F. H. Miller.....	224
	2	Lyman Pierce .....	149		2	R. Stockwell .....	227
Dutchess .....	1	Aug. A. Brush .....	151	Oneida .....	1	Harvey E. Wilcox.....	228
Erie .....	3	H. S. Stebbins .....	153		2	Charles T. Pooler.....	231
Essex .....	1	Isaac D. Newell .....	157		4	M. N. Capron .....	235
	2	B. B. Bishop .....	160	Onondaga ...	2	E. P. Howe .....	240
Franklin .....	1	Sidney P. Bates .....	163		3	B. S. Gregory.....	241
Greene .....	1	S. S. Mulford .....	165	Ontario.....	1	J. A. Wader .....	243
	2	Geo. C. Mott.....	167	Orange .....	1	George K. Smith .....	244
Hamilton ....		Charles S. Smith .....	171		2	John J. Barr .....	247

County.	Dist.	Commissioner.	Page.	County.	Dist.	Commissioner.	Page.
Orleans.....		A. Stilson.....	251	Schuyler .....		Lauren G. Thomas.....	321
Oswego.....	1	Lemuel P. Storms.....	259	Seneca .....		I. Runyan .....	327
	2	N. W. Nutting .....	261	Steuben .....	1	Ripley R. Calkins .....	329
	3	W. S. Goodell .....	262		2	Wm. M. Sherwood .....	335
Otsego .....	1	Julius R. Thompson....	266	Suffolk .....	1	Cordello D. Elmer.....	338
	2	B. C. Gardner .....	267		2	Thomas S. Mount .....	340
Putnam .....		Wm. Townsend, 2d ..	270	Tioga .....		A. J. Lang.....	343
Queens .....	1	Charles W. Brown .....	272	Tompkins ....		A. Snyder .....	348
	2	Wm. D. Wood.....	276	Ulster .....	1	Edgar Eltinge.....	349
Richmond ....		J. Sea .....	277		2	John J. Woodward.....	352
Rockland ....		Nicholas C. Blauvelt ..	279		3	John W. Young .....	354
St. Lawrence..	1	Martin L. Laughlin ...	283	Washington..	1	D. V. T. Qua.....	357
	2	Clark Baker.....	288		2	Thomas S. Whitmore ..	363
	3	Barney Whitney .....	290	Wayne .....	2	J. Sherman .....	365
Saratoga ....	1	Thomas McKindley ....	295	Westchester .	1	William Miller .....	368
	2	Henry Wilcox, jr. ....	300		2	Abel T. Stewart .....	370
Schenectady ..		Nelson T. Van Natta ..	309		3	Henry A. Wells .....	371
Schoharie ...	1	Bartholomew Becker... 311		Wyoming.....	1	E. F. Chaffee .....	376
	2	A. C. Smith.....	313				

## REPORTS OF CITY SUPERINTENDENTS.

City.	Superintendent.	Page.	City.	Superintendent.	Page.
Brooklyn . . . . .	J. W. Bulkley . . . . .	178	Poughkeepsie. G. C. Burnap . . . . .		156
New York . . . . .	S. S. Randall . . . . .	219	Schenectady.. Edwin A. Charlton.....		304
Oswego . . . . .	E. A. Sheldon . . . . .	253	Syracuse . . . . .	Charles E. Stevens . . . . .	238
Rochester . . . . .	C. N. Simmons . . . . .	206			



